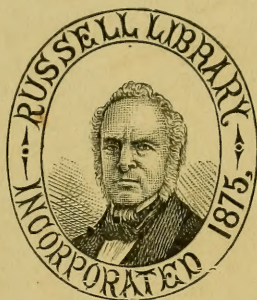


DISCARDED



Accession No.

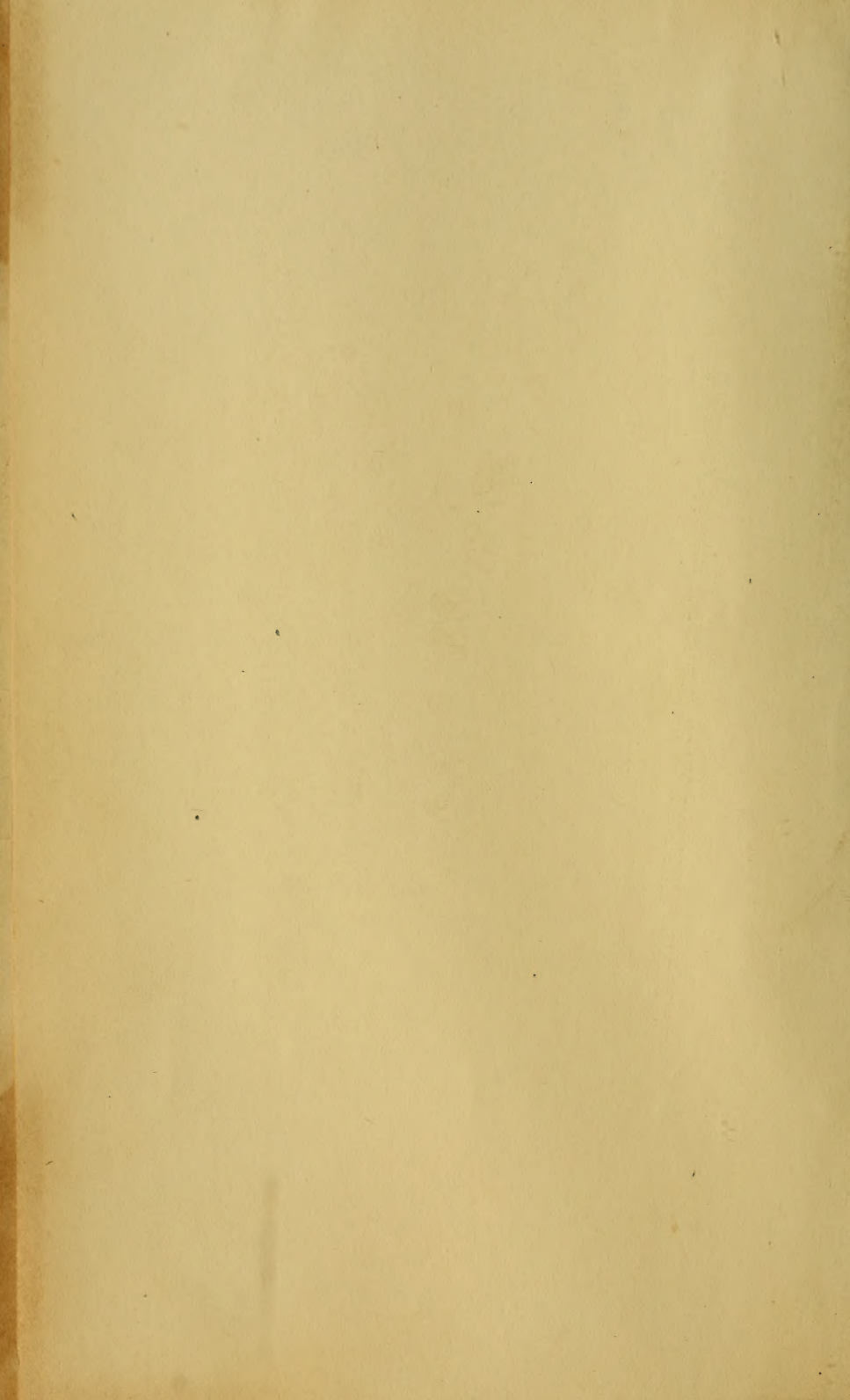
Class No.

— • —
This Book may be kept days.

the
university of
connecticut
libraries



DOES NOT CIRCULATE



PUBLIC DOCUMENTS

OF THE

STATE OF CONNECTICUT,

VOL. II.

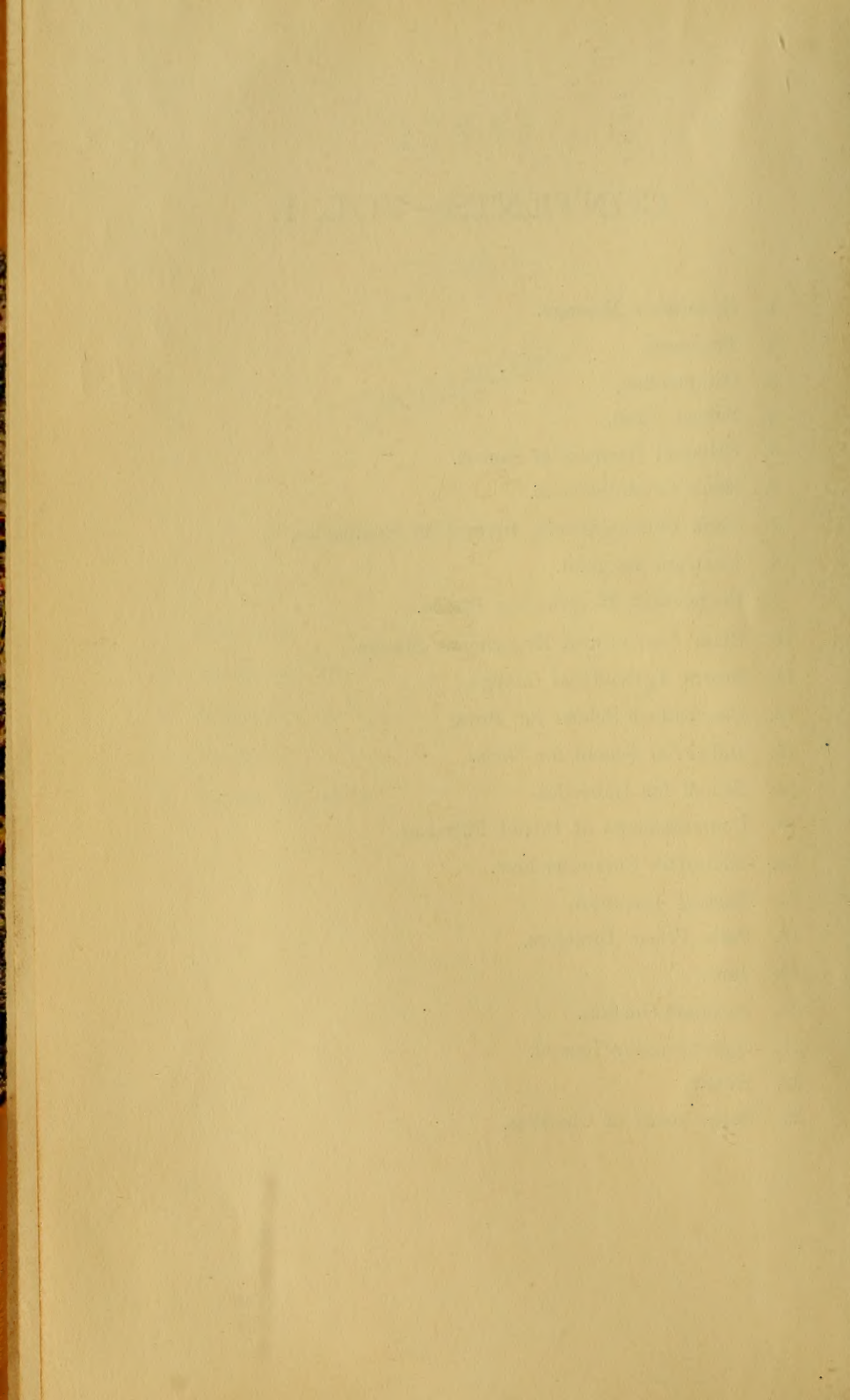
1895.

Printed by order of the General Assembly.

HARTFORD:

1895.

CONN
J
87
C8
A30
1895
v. 2
pt.



REPORT
OF THE
BOARD OF EDUCATION

OF THE
State of Connecticut,

SUBMITTED TO THE GOVERNOR,

JANUARY 23, 1895,

TOGETHER WITH

The Report of the Secretary of the Board.

HARTFORD, CONN.:
PRESS OF THE CASE, LOCKWOOD & BRAINARD COMPANY
1895.

MEMBERS
OF THE
State Board of Education.
1895.

EX OFFICIO.

HIS EXCELLENCY O. VINCENT COFFIN, Middletown.
HIS HONOR LORRIN A. COOKE, Barkhamsted.

BY APPOINTMENT OF THE GENERAL ASSEMBLY.

EDWARD D. ROBBINS,	Wethersfield, Term Expires July 1, 1895
ANTHONY AMES,	Danielsonville, " " " 1896
GEORGE M. CARRINGTON,	West Winsted, " " " 1897
WILLIAM G. SUMNER,	New Haven, " " " 1898

SECRETARY OF THE BOARD.

CHARLES D. HINE, Hartford.

OFFICE.

ROOM 42, CAPITOL, Hartford.

CONTENTS.

	PAGES.
REPORT OF BOARD OF EDUCATION,	VII-XX
REPORT OF SECRETARY,	17
GENERAL STATISTICS, 1892-3,	19
1893-4,	21
FINANCIAL STATEMENT,	22
Statistical Summary,	22
Receipts,	24
School Fund,	24
Town Deposit Fund,	25
Local funds,	26
State grant,	27
Town tax,	27
District tax,	27
Voluntary contributions,	27
Expenditures,	30
ENUMERATION,	33
Statistical Summary,	33
Increase of enumeration, registration, and attendance,	37
Attendance,	40
LABOR,	47
Establishments visited,	48
Prosecutions,	65
Reports of Giles Potter,	71-84
Report of J. K. Judson,	85-94
Transportation of scholars,	98
TEACHERS,	107
Statistical Summary,	107
Teachers' Meetings,	108
State Certificates,	109
SCHOOLS:	
Statistical Summary,	III
Evening Schools,	112-123
Kindergartens,	123-131
High Schools,	132-135
Cooking Schools,	136
Manual Training,	136
Arbor Day,	136
Normal Schools,	138-156
Private Schools,	156

	PAGES
SCHOOLHOUSES AND LIBRARIES,	161
Summary of Statistics,	165
School Libraries,	165
Public Libraries,	171
Statistics of Libraries,	181
History of Libraries,	202
Some Early Libraries,	249
Special acts relating to libraries,	255-261
Town management of schools,	262-277
Columbus Day,	278
World's Fair,	279-284
Women's Voting,	284-287
Condition of Schools in Fairfield County,	288
APPENDIX,	
Statistical Tables, 1892-3,	4-67
1893-4,	1, 71
Explanation,	71-136
Receipts and Expenses, 1893,	4-20
Scholars,	21-29
Teachers,	30-38
Schools, Schoolhouses, and Libraries,	39-56
Receipts and Expenses, 1894,	74-90
Scholars, 1894,	91-99
Teachers, 1894,	100-108
Schools, Schoolhouses, and Libraries, 1894,	109-126
Enumeration by Districts, 1892,	57-66
Enumeration by Districts, 1893,	127-136
Amount paid for Libraries,	126
Extracts from Reports of School Visitors,	137-182
Questions used at State Teachers' Examinations,	184-194
Questions used at Examinations for Entrance to Normal School,	195-204
Legislation of 1893,	205-227
Qualifications of Teachers,	228-235
Teacher's Handbook of Physiology,	236
Suggestions for a Course of Study in Common Schools,	257
Report on Manual Training,	315
Gymnastics for Common Schools,	327
Public Schools and Public Libraries,	345
Study of Phonetics in Learning to Read,	355
List of School Visitors,	436

REPORT
OF
THE BOARD OF EDUCATION
TO THE GOVERNOR.

The State Board of Education herewith, as required by law, respectfully submits a detailed statement of its doings and an account of the condition of the public schools and the amount and quality of the instruction therein, especially as elicited by the examination of schools in Fairfield county. It is made the duty of the Board in this connection to apprise the General Assembly of the needs of public education, and we therefore submit some criticisms upon the nature and working of the educational machinery of this State.

It is a fair statement that the value of a machine professedly adapted to a certain end must be estimated by the outcome of its ordinary working.

If the number of failures be great and the outcome small, we may justly affirm either that the theory on which the machine is constructed is wrong, and therefore it must fail, or that being good in theory it fails because it is unskillfully worked. Possibly both allegations may be true,—the construction of the machine may be faulty and the working of it unskillful.

Applying this to our State educational machinery, it will be found that both allegations have some foundation, that the system which we endeavor to work is cumbrous, complicated, and confusing, and that the practice of teaching under it is largely unskillful, and therefore inefficient.

The main elements of the school problem are :

1. Schoolhouses.
2. School Attendance.
3. School Time.
4. Apparatus.
5. The Capacity of the Children.
6. The Process of Teaching.

1. *Schoolhouses.* There are accommodations for all the children. This is cause for congratulation although the value of schools cannot be gauged by schoolroom areas. In some schools there are 50 to 80 children, and anything like individual attention is impossible. Generally these children are young, and thus they are neglected at the age when they can learn the most. The teacher cannot be held responsible for failure because the higher function of teaching is obscured by the necessity of caretaking. If there be a business man in any community who imagines that one teacher can teach 60 children all eager to learn and capable of learning, he will gain valuable experience by acting as teacher for a single day.

2. *School Attendance.* About half the children of school age are under continuous instruction. Of the absent moiety, many are too young to attend ; but there remains a large number, who, from some cause, do not regularly receive the instruction which school proffers. The magnitude of absenteeism is seen by the record of a single district for a year. In exhibiting the worst of the eleven districts of one

town, the extent of the evil is fully illustrated. The number of days that the school was open and the teacher present was 176. The following was the attendance :

Child.	Age.	Days Present.	Days Absent.	Child.	Age.	Days Present.	Days Absent.
Girl,.....	14	104	72	Girl,.....	11	99	77
Boy,.....	10	79	97	Boy,.....	9	98	78
Girl,.....	9	45	131	Girl,.....	11	45	131
Girl,.....	7	69	102	Girl,.....	9	17	159
Boy,.....	12	90	86	Girl,.....	5	45	131
Girl,.....	15	80	90	Girl,.....	12	71	105
Girl,.....	13	94	82	Girl,.....	13	79	97
Girl,.....	9	104	72	Boy,.....	11	42	134
Girl,.....	12	94	82	Boy,.....	5	19	157
Girl,.....	8	54	122	Boy,.....	7	24	134
Girl,.....	6	38	137	Boy,.....	7	42	134
Boy,.....	9	97	79				

3. *School Time.* In this regard there is great inequality. In one town, school is open 150 days; in another, 200 days. One child can go to school, indeed, is obliged to attend 180 days, while in the same town, just across an imaginary line, another child can go only 150 days. The former has only fortuitous advantages of location; in six years he gains one whole year's schooling over his unfortunate but equally deserving comrade. Thus the law provides and enforces a distinction based upon district lines and not upon any just or necessary division of territory or population. The plea that the money is not sufficient to maintain schools for the longer period is no answer to the charge of gross inequality. There is money enough to give all children under the same system the same privileges.

4. *School Equipment.* The apparatus and books necessary for successful teaching are notably wanting. Most schools have no libraries.

5. *The Capacity of the Children.* It will not be seriously

questioned that the children of the State are capable of learning. Observe these children at baseball and other games and in their intercourse with one another, note their intelligent curiosity until they arrive at school, and there is a clear impossibility of questioning their ability or of supposing that they cannot acquire in six or eight years the elements of a common school education.

6. *The Teaching.* *No adequate attainments, no special training, no general and authoritative credentials are demanded.*

No positive attainments are required of the person who sets up to teach. A profound ignoramus, if endowed with sufficient assurance, is in no way excluded from teaching.

The teacher who has devoted time to special study in education, who conforms in practice to some well-defined theory, has no better chance than the pretender and tyro who does not know what education means, whose self-devised and crude methods of instruction constitute the sum total of his qualifications.

In respect of credentials, the qualified and unqualified stand on precisely the same footing. The trained and competent teacher possessing evidence of training and competence has no advantage. Both jostle each other in the strife for positions. Meanwhile the parents, the public, look on with indifference, apparently forgetting,—deeply unconscious that the dearest interests of their children are involved.

There is no organized teaching service,—a body of men and women of ascertained and certified competence, having definite relations to the State and town which pay them and the district which hires them. Their tenure depends not upon ability, education, training, fidelity, success, but upon

the annual election with its uncertainties and probabilities of change.

The fact that neither adequate knowledge, training, nor certificates are essential has borne its legitimate fruit. Every young person unprovided for or plunged into difficulties and obliged to obtain a living, or uncertain what to do temporarily until something shall turn up, leaps with intrepid confidence into teaching. At a single bound, without a single qualification, and with disqualifications natural and acquired, they profess themselves ready to undertake the practice of an art which requires knowledge, experience, tact, and patience.

It is difficult to formulate the minimum acquirements of teachers, but they should be acquainted with the subjects they pretend to teach, with the nature of the children who are to be taught, with the practical art and the principles which underlie that art, and with the experience of eminent teachers. They should be prepared to furnish to children the right subjects at the time, to present all material in its proper order, to secure attention, to make children work cheerfully, to induce right habits. But without any such acquirements they undertake to teach. If, with similar preparation they should undertake to perform a surgical operation, build a house, or run a locomotive, they would be culpably rash, laughed at for their temerity, and might be punished criminally for their failure. They are, however, cheerfully ready to perform any number of operations on a child's mind, to steer its mental or moral machinery, a task, considering the delicacy of the machinery and the momentous consequences of mistake, more difficult than any that have been mentioned.

There are fallacious reasons urged for the employment of untrained teachers. The first and worst is, that anyone can teach a child to read, write, and cipher ; that even if training

and education are necessary for teaching advanced pupils, the beginnings of education can be entrusted to the inexperienced and unlearned and immature. So far is this from being true that the exact contrary is true,—the early instruction of children can be effectually directed only by an accomplished teacher.

It is a still more plausible delusion that teaching is a knack, a heaven-born gift,—that some are predestined to teach. This is not true; but admitting it for the moment, we should, in the name of common sense, send all who desire or expect to teach to some testing place and not turn the elect and the non-elect indifferently loose upon children. Who have this knack? Shall the children of this commonwealth be practiced upon for years that the knack may be found to exist or not to exist? Shall successive generations of teachers be trained at the expense of successive generations of minds? Is it not wisdom to cull the manifestly unfit and not leave the selection to chance or impudence or favoritism?

Another excuse for the admission of untried persons is the notion that a person who knows a subject can teach it, one of the most unreasonable educational delusions that ever softened the brains of sensible men. Teachers must know not only *what* they teach, but *why* they teach and *how* to teach. In teaching they assume direction of a process which is not theirs but another's, and that other is a learner. They must then understand the conditions under which the learner acts, know how to interest him, arouse his attention, and impel him to action. They may know subjects without knowing the best means of making children know them too. The learned young man or young woman is a raw recruit in teaching. For at least two years they are learning to teach at the expense of the children. There is an annual crop

of untrained young men and women, and the children have the unquestionable disadvantage of a succession of raw recruits, a state of things which goes far to explain the deplorable results in some schools.

It is sometimes said that experience is all-sufficient ; but the question always is what experience has wrought. Many teachers tramp on from year to year and never make any progress. It is a very common fallacy to suppose that because a person is always doing the same thing that he is acquiring "experience." Experience is the possession of that man who observes, compares, and draws inferences from the materials that come to hand. Of what use is the constant repetition of the same round of bad work to an unthinking teacher? It does him positive harm. He repeats himself until he begins to identify all that is possible in education with his own possibilities, and his narrow views become his standard for others as well as himself. Useful experience means broadening experience.

That most teachers are not prepared for their responsible work the following facts are evidence.

Of the 518 teachers in one county whose schools were visited, 133 had graduated at a normal or training school, and of these 121 were in two towns. In twelve towns no teachers were found who had received special training for their work. 175 had received only a common school education, and taught as they had been taught.

It is plain, then, that the educational machine is faulty in not furnishing a supply of educated, trained, and duly certificated teachers. We have no thought of casting blame upon those who undertake to teach. The system invites them, the utter absence of supervision or criticism invites them, the lack of a real professional competition invites them ; the door is wide open.

It is not necessary to state precisely what can be accomplished by good teaching in public schools. It will be admitted that a child should learn to read; not for the sake of learning to read, but that he may have access to infinitely wider stores of knowledge than are opened to him by intercourse with his fellow men. He should learn to write, that he may enlarge his means of communication and may record and preserve his knowledge. He should learn arithmetic that he may be familiar with those facts of number upon which the transactions of men associated in complicated social relations are founded. He can obtain information, a fund of positive knowledge. He can learn where the countries of the world are and how they became what they are, especially knowing the institutions and history of his fatherland. By the study of chemistry, geometry, and science, he can be trained to think correctly about the world around him. All this can be done so thoroughly that he will be able to make his life what it ought to be, a steady progression of learning and wisdom.

It is the exquisite and delicate art of the teacher to supervise, and not to supersede, the activity of the children; it is the right of the child to pursue in a natural way his own self-teaching, because the child's ultimate power of thinking and right action will be in the inverse ratio of the teacher's thinking for him.

The teacher should have a procedure and ends something like these in view, but if at the end of the five, six, or seven years of school life, the child knows little in comparison with what he might easily have known, infinitely less than what he would eagerly learn, we are justified in saying that there has been no true practice of the art of teaching, that the actual process has quenched rather than quickened

intelligence, that the educational machine has been unskillfully worked.

Bearing in mind that at 13 children have reached the limit of compulsory schooling and can be drawn off to employment, — in fine, have completed their education, note a few of the results of teaching illustrated by the tests in one county, and given on pages 400–445 of the report of the Secretary.

1. Not more than one-half the children under thirteen could write legibly and currently.

2. Reading does not mean any acquaintance with books; there is no evidence of a habit of reading because only one reading-book a year is prescribed, which will be learned by heart.

3. 659 out of 1,205 children twelve years old failed to perform this example: *Henry had 40 cents. His sister had $\frac{4}{5}$ as many; how many had his sister?*

The following is the record by towns:

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	484	280	Norwalk, . .	101	55
Danbury, . . .	155	60	Redding, . .	4	3
Bethel, . . .	25	12	Ridgefield, . .	15	12
Brookfield, . .	6	6	Sherman, . .	4	3
Darien, . . .	9	5	Stamford, . .	164	65
Easton, . . .	9	4	Stratford, . .	20	10
Fairfield, . . .	23	15	Trumbull, . .	10	6
Greenwich, . .	63	52	Weston, . . .	6	4
Huntington, . .	26	17	Westport, . .	23	13
Monroe, . . .	3	1	Wilton, . . .	3	0
New Canaan, .	28	22			
New Fairfield, .	7	5		1,205	659
Newtown, . .	17	9			

Making due allowance for embarrassment and the unusual presence of a visitor, teaching which has not secured greater rapidity and accuracy in the performance of so simple an example must be pronounced a failure. This is

all the worse because arithmetic occupies more than a third, nearly a half, of the time of children for three or four years. The failure can only be attributed to the fact that the teaching is laboriously, conscientiously, and elaborately bad.

4. The following sentence was dictated to children of twelve : *Whose knife is this?* The object was to ascertain whether the children had been taught the use of the question mark. The following is the result by towns :

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	517	199+	Newtown, . .	24	13—
Danbury, . . .	159	59+	Norwalk, . .	145	34
Bethel, . . .	25	14—	Redding, . .	5	4—
Brookfield, . .	8	8—	Ridgefield, . .	12	7—
Darien, . . .	17	10—	Sherman, . .	6	5—
Easton, . . .	9	4+	Stamford, . .	164	42+
Fairfield, . . .	33	23—	Stratford, . .	20	8+
Greenwich, . .	64	35—	Trumbull, . .	10	9—
Huntington, . .			Weston, . . .	11	8—
Monroe, . . .	3	0+	Westport, . .	23	17—
New Canaan, .	19	12—	Wilton, . . .	3	2—
New Fairfield, .	7	7—			

In fifteen out of twenty-three towns more failed than succeeded, though in the county more succeeded than failed.

The minimum number of school days is 150, and the boy or girl of twelve has no more than this to show for six years or 900 days' schooling. He has expended the acquisitive and inquiring hours of his life, 4,950 of these hours, in not getting information or the power of thinking, because he has not been taught.

We may look a little more particularly at the results of our system. The tables on pages 400-445 show that less than a majority attain by 12 the simple education which we set as a minimum. There are in the schools brilliant exceptions, but these cannot be taken as the rule. Here we must remember that the machinery ought to succeed in by far

the greater number of cases. Efficient instruction implies success with the great majority who come under instruction. The machine must have been unskillfully worked or it would not have failed in the few and simple results it was intended to accomplish, and in half the simple processes which it was specifically constructed to perform.

We return to our proposition that the teaching is responsible for the failure. If not, who or what is? or are we confronted by an effect without a cause? We pay for teachers' wages a truly magnificent sum — \$1,775,000 in the State, and \$288,964 in the county from which these illustrations are taken. In ten years there has been paid out in this small commonwealth \$13,000,000 to teachers.

Are we not justified in saying that the machinery run at so great an expense does not produce results commensurate with the money and energy expended? Is there any department of human industry where the outcome so inadequately represents the immense cost and labor of production?

A reference has been made to the supervision of schools. This work is entrusted in all towns but two to the acting visitors, a part of our system which beautifully illustrates how-not-to-do-it. We should say that a supervisor of schools

1. Should know what should be taught and why it should be taught, and what it should accomplish.
2. Should have a knowledge of the best way to teach each subject.
3. Should have a thorough acquaintance with schools and school work, including ability to detect faults of management as well as of teaching.

These being the qualifications of school visitors, we turn with amazement to the actual qualifications in sight. We find that some have never, up to the time of their selection,

set foot in a primary school, are destitute of all educational experience, and are unwilling or unable to give time to the schools. Some, it is true, are animated with interest and zeal and speedily qualify themselves, but they cannot, in two visits a term, and at most six in a year, either become acquainted with the schools or influential in the management and teaching. It is an unjustifiable experiment to put in charge of active and eager children a young man or woman without any acquaintance with the art of teaching. A still more unjustifiable experiment, if that be possible, is to put in charge of teachers a man fresh from college or a man occupied with other business and without training. There should be supervisors who can give their whole time to the schools and direct and impel the teachers. The teachers are now unaided and irresponsible. If they were assisted, guided, and then justly rewarded according to results, they would soon become eager to succeed, and in the end qualified to teach.

Since we hold teachers responsible, we inquire, Does the trained teacher make a good school? do the Normal School graduates teach meritoriously from the beginning? when these teachers teach reading, writing, and arithmetic, do they accomplish the most in the shortest time? do they attend to what is essential and discard trifles? The evidence gained in these examinations shows that in general the work done by trained teachers displays a wise and skillful use of the means provided; that the children are interested and the time profitably employed. When these teachers have had a preliminary period of practice under observation, they begin without serious mistakes in management or teaching. The majority succeed, and we conclude that the part of our educational machinery whose function

it is to train teachers is succeeding more frequently than it fails.

Considering then the agencies directly employed in our primary education we notice —

1. That the object is not secured even in a majority of cases, and teachers are mainly responsible.
2. That the teachers are the result of a system of choice which does not require education, training, or certificates of proficiency.
3. That those teachers who have devoted time and study to preparation for teaching succeed much more frequently than they fail.

The remedy must begin at the beginning ; teachers must be prepared for their work by careful, special training. This includes —

1. A sound knowledge of the subjects to be taught.
2. A clear understanding of how the elementary subjects are to be taught.
3. A preliminary period of practice under supervision before they are allowed to assume the management of schools.

Buildings, books, apparatus, attendance, length of terms must be taken into the account, but they do not make a good school ; they are utterly destitute of automatic power. The teacher is the vital energy which sets these all into useful motion. All experience testifies that the quantity of force generated by the educational machinery is directly as the knowledge and skill of the teacher. The teacher may dispense with schoolhouses, with desks, with books, with everything except scholars, but the schoolhouse and the books, and the whole machinery are lifeless without the teacher. We are

therefore justified in saying, compelled to say, *that the results of education are a measure of the teaching.*

This suggests that every school system should be organized, primarily with a view to secure good teachers. This is the more imperative because the State has undertaken not merely to open schools to which all parents may send their children, but has emphatically and with penalties enjoined upon all parents that they shall cause their children to attend the school when it is opened. This is an obligation upon the parents; there is a correlative obligation on the State to avoid waste of time and energy,—to provide good schools, which means good teachers.

In behalf of the children of this commonwealth, this board recommends that the Legislature take action to the end that—

1. All the children of the State be put on an equality in respect of the time during which the public schools are open to them.
2. Only qualified and competent persons may be allowed to teach.
3. Proper supervision of schools may be everywhere secured.

ERNEST CADY,
EDWARD D. ROBBINS,
ANTHONY AMES,
GEO. M. CARRINGTON,
WILLIAM G. SUMNER.

REPORT OF THE SECRETARY.

To the Board of Education of the State of Connecticut :

Your Secretary respectfully submits his tenth and eleventh annual Reports.

These reports cover the period from July 14, 1892, to July 14, 1894. The statistical tables for the two school years ending July 14, 1893, and July 14, 1894, will be found in their usual places in the appendix.

This report is arranged under the following heads :

- | | |
|--|---|
| 1. General Statistics. | (b) Kindergartens. |
| 2. Financial Statement. | (c) High Schools. |
| (a) Receipts. | (d) Cooking Schools. |
| (b) Expenditures. | (e) Manual Training. |
| 3. Scholars. | (f) Arbor Day. |
| (a) Enumeration. | (g) Normal Schools. |
| (b) Attendance. | 1. Willimantic. |
| (c) Child Labor. | 2. New Haven. |
| (d) Reports of Giles Potter. | (h) Private Schools. |
| (e) Report of J. K. Judson. | 6. Schoolhouses and Libraries. |
| (f) Prosecutions. | (a) School Libraries. |
| (g) Transportation of Scholars. | (b) Public Libraries. |
| | (c) List of Libraries. |
| | (d) History of Libraries. |
| 4. Teachers. | 7. Town Management. |
| (a) Teachers' Meetings. | 8. World's Fair. |
| (b) List of holders of State Certificates. | 9. Women's Voting. |
| 5. Schools. | 10. Report on Condition of Schools in Fairfield County. |
| (a) Evening Schools. | |

The Appendix contains :

1. Statistical Tables, 1892-3.
 - (a) Receipts.
 - (b) Expenses.
 - (c) Scholars.
 - (d) Teachers.
 - (e) Schools.
 - (f) Schoolhouses and Libraries.
 - (g) Enumeration for 1892.
 - (h) Amounts paid for Libraries.
2. Statistical Tables, 1893-4.
 - (a) Receipts.
 - (b) Expenses.
 - (c) Scholars.
 - (d) Teachers.
 - (e) Schools.
 - (f) Schoolhouses and Libraries.
 - (g) Enumeration for 1893.
3. Extracts from Reports of School Visitors.
4. Questions used at State and Normal School Examinations.
5. Legislation of 1893.
6. Qualifications of Teachers.
7. Teachers' Handbook of Physiology and Respiration.
8. Suggestions for a course of study in Common Schools.
9. Report on Manual Training Schools.
10. Gymnastics for Common Schools.
11. Public Schools and Public Libraries.
12. Study of Phonetics in Learning to Read.
13. List of School Visitors.

The work of the agents has been tabulated and appears on pp. 41-70. The tables in the Appendix are derived from the returns of School Visitors, Town Committees, and Boards of Education.

One hundred and thirty-four towns are still under the district system, and are reported by the School Visitors. Thirty-four towns have adopted the "town system," and are reported by the Town Committees. Seven independent or chartered districts are reported by Boards of Education.

These statistics, always carefully sifted and collated, may be accepted as trustworthy. All returns from towns and independent districts have been carefully examined ; if apparent errors are found they have been corrected. As in all the years since 1883, Mr. A. J. Wright has compiled and arranged these returns. The two years herein contained are noteworthy as showing an increase in school population and attendance, and in the expenses of schools.

The investigation into the condition of education in the State has been continued, and in this volume will be found the results in Fairfield County. An endeavor has been made to bring the results more clearly before the Board, and particularly to make the showing useful in the towns themselves. Maps of the towns, showing location of school-houses, are exhibited; the enumeration, attendance, and, so far as is possible, the condition of the schools in the towns are set out. These inquiries have been made with much care and with an earnest desire to ascertain whether the children are obtaining the best education possible and whether the towns and the State are getting an equivalent for the money expended. The examinations have been conducted and the results compiled by Mr. S. P. Willard and Mr. Mortimer A. Warren. Their special reports will be found in the Report on Fairfield County.

The work of securing attendance and the enforcement of the child labor law have been in the hands of Mr. Giles Potter and Mr. J. K. Judson. It will be found that the laws relating to attendance and child labor have been successfully enforced. It is quite certain that children are not employed in the prohibited industries; the increase of 5,200 in the average attendance in schools is witness to the efficiency of the agents.

To all who have been in the service of the Board are due the thanks of the Secretary for constant and energetic co-operation.

GENERAL STATISTICS.

The following are general statistics for the school year ending July 14, 1893, compiled from the returns of School Visitors:

Population of Connecticut, 1890,	746,258
Number of children between 4 and 16 years of age,	167,809
Number of pupils enrolled in the common schools,	133,237
Increase,	2,266
Percentage of increase,	1.73
Enrolled per capita of population,	17.85
Average daily attendance,	86,255
Increase,	1,368

Percentage of increase,	1.61
Ratio to enrollment,	64.73
Average number of days the schools were kept,	182.74
Number of schoolhouses,	1,635
Value of all public school property,	\$7,508,536.49
Value per capita of population,	10.06
Value per capita of average attendance,	87.05
Number of teachers :	
Males, winter,	390
Females, " ,	3,025
Total,	3,415
Males, summer, .	321
Females, " .	3,089
Total,	3,410
Percentage of male teachers,	10.4
Average monthly wages of teachers :	
Males, .	\$86.48
Increase, .	2.79
Females, .	40.64
Increase, .	1.16
Revenue :	
From permanent funds,	168,839.25
From State taxes,	251,713.50
From local taxes,	1,577,786.63
From other sources,	147,887.61
Total,	\$2,146,226.99
Percentage of revenue derived from —	
Permanent funds,	7.86
State taxes,	11.72
Local taxes,	73.51
Other sources, .	6.89
Expenditure :	
For new buildings,	\$248,232.19
For libraries and apparatus,	15,180.65
For running expenses, including salaries of teachers and superintendents,	1,721,499.95
For other expenses,	356,438.64
Total,	\$2,341,351.43

Expenditure per capita of population :

For running expenses,	\$2.30
Total expenditure,	3.13

Daily cost of education per pupil :

For running expenses,	10.9 cents.
For all purposes,	14.8 "

Amount of permanent invested funds,	\$3,054,541.34
---	----------------

The following are general statistics for the school year ending July 14, 1894 :

Population of Connecticut, 1890,	746,258
Number of children between 4 and 16 years of age,	169,457
Number of pupils enrolled in common schools,	136,049
Increase,	2,812
Percentage of increase,	2.11
Enrolled per capita of population,	18.23
Average daily attendance,	91,471
Increase,	5,216
Percentage of increase,	6.04
Ratio to enrollment,	67.23
Average number of days the schools were kept,	182.92
Number of schoolhouses,	1,622
Value of all public school property,	\$8,042,411.12
Value per capita of population,	10.77
Value per capita of average attendance,	87.92
Number of teachers :	
Males, winter,	405
Females, winter,	3,093
Total,	3,498
Males, summer,	332
Females, summer,	3,163
Total,	3,495
Percentage of male teachers,	10.5
Average monthly wages of teachers :	
Males,	\$85.87
Decrease, . . . . .	.61
Females,	41.48
Increase, . . . . .	.84

Revenue :

From permanent funds,	.	.	.	\$168,302.04
From State taxes,	.	.	.	254,185.50
From local taxes,	.	.	.	1,713,649.32
From other sources,	.	.	.	373,592.05
Total,	.	.	.	\$2,509,728.91

Percentage of revenue derived from —

Permanent funds,	.	.	.	6.70
State taxes,	.	.	.	10.13
Local taxes,	.	.	.	68.28
Other sources,	.	.	.	14.89

Expenditure :

For new buildings,	.	.	.	\$464,107.01
For libraries and apparatus,	.	.	.	18,824.55
For running expenses, including salaries of teachers and superintendents,	.	.	.	1,778,950.79
For other expenses,	.	.	.	380,745.35
Total,	.	.	.	\$2,642,627.70

Expenditure per capita of population :

For running expenses,	.	.	.	\$2.38
Total expenditure,	.	.	.	3.54

Daily cost of education per pupil :

For running expenses,	.	.	.	10.4 cents.
For all purposes,	.	.	.	15.5 cents.

Amount of permanent invested funds, . \$3,054,541.34

It will be noted that running expenses increased in two years from \$1,560,608 to \$1,778,950.74. The cost per capita of population increased from \$2.09 to \$2.30. The daily cost per scholar increased from 10 cents to 10.4 cents. The average cost of schooling a child is about 50 cents per week.

FINANCIAL STATEMENT.

Summary of Statistics, 1892-93.

Dividend per child from School Fund,	.	.	.	.75
Income of School Fund distributed,	.	.	.	\$125,856.75
Amount paid for schools from State tax,	.	.	.	251,713.50
Income of Town Deposit Fund,	.	.	.	33,702.01
Income of local funds,	.	.	.	9,280.49

Amount raised for schools by town tax,	\$1,042,769.62
Decrease for the year,	11,602.84
Amount raised for schools by district tax,	535,017.01
Decrease for the year,	45,995.58
Amount of voluntary contributions for schools,	61,753.70
Amount for schools from other sources,	86,133.91
Total amount received for public schools from all sources,	2,146,226.99
Decrease for the year,	119,955.20
Amount expended for teachers' wages,	1,485,377.23
Increase for the year,	58,666.07
Amount expended for fuel and incidentals,	200,838.80
Increase for the year,	24,466.16
Amount expended for repairs of school buildings,	\$109,775.87
Decrease for the year,	12,095.03
Amount expended for libraries and apparatus,	15,180.65
Decrease for the year,	246.21
Amount expended for new schoolhouses,	248,232.19
Increase for the year,	31,651.23
Amount expended for other school purposes,	281,946.69
Increase for the year,	4,365.18
Total amount expended for public schools,	2,341,351.43
Increase for the year,	106,807.40
Estimated value of school property in the State,	7,508,536.49
School district indebtedness of the State,	1,887,227.73
Cost of superintendence of schools,	35,283.92
Cost of new schoolhouses,	414,183.81
Number of districts that raised a tax during the year,	122

Summary of Statistics, 1893-4.

Dividend per child from School Fund, . . . . .	.75
Income of School Fund distributed,	\$127,092.75
Amount paid for schools from State tax,	254,185.50
Income of Town Deposit Fund,	33,593.36
Income of local funds,	7,615.93
Amount raised for schools by town tax,	1,144,666.09
Increase for the year,	101,896.47
Amount raised for schools by district tax,	568,983.23
Increase for the year,	33,966.22
Amount of voluntary contributions for schools,	199,587.57

Amount for schools from other sources,	\$174,004.48
Total amount received for public schools from all sources,	2,509,728.81
Increase for the year,	363,501.92
Amount expended for teachers' wages,	1,548,148.67
Increase for the year,	62,771.44
Amount expended for fuel and incidentals,	191,586.83
Decrease for the year,	9,251.97
Amount expended for repairs of school buildings,	110,417.82
Increase for the year,	641.95
Amount expended for libraries and apparatus,	18,824.55
Increase for the year,	3,643.90
Amount expended for new schoolhouses,	464,107.01
Increase for the year,	215,874.82
Amount expended for other school purposes,	309,542.82
Increase for the year,	27,596.13
Total amount expended for public schools,	2,642,627.70
Increase for the year,	301,276.27
Estimated value of school property in the State,	8,042,411.12
School district indebtedness of the State,	1,843,031.78
Cost of superintendence of schools,	39,215.29
Cost of new schoolhouses,	316,914.10
Number of districts that raised a tax during the year,	111

RECEIPTS.

School Fund. — On the 30th day of September, 1892, the principal of the School Fund was invested as follows :

Bonds and mortgages,	\$1,696,096.24
Real estate,	121,099.85
Bank stock,	167,147.61
Cash,	27,825.84
Total,	\$2,012,169.54

On the 30th day of September, 1893, the principal of the School Fund was invested as follows :

Bonds and mortgages,	\$1,731,571.17
Real estate,	107,222.25
Bank stock,	167,147.61
Cash,	8,508.38
Total,	\$2,014,449.41

On the 30th day of September, 1894, the principal of the School Fund was invested as follows :

Bonds and mortgages,	\$1,701,389.56
Real estate,	113,044.15
Bank stock,	167,147.61
Cash,	30,186.96
Total,	\$2,011,768.28

In October, 1891, the number of children in the State between 4 and 16 years of age was 164,053. Upon the basis of this enumeration the School Fund Commissioner was able to distribute to the towns 75 cents for each enumerated person.

In October, 1892, the number of children between 4 and 16 years of age was 167,809; the income of the School Fund was \$125,856.75, and the Commissioner was able to distribute to the towns in March, 1893, 75 cents for each enumerated person.

In October, 1893, the number of school children between 4 and 16 years of age was 169,457. The Commissioner was able to distribute to the towns 75 cents upon the basis of this enumeration.

Five and four-tenths per cent. of the receipts and 5.5 per cent. of the expenditures were derived from this fund in the year ending July 14, 1892; 5.8 per cent. of the receipts and 5.3 per cent. of the expenditure were derived from this fund in the year ending July 14, 1893; 5.0 per cent. of the receipts and 4.8 per cent. of the expenditures were derived from this fund in the year ending July 14, 1894.

In the years covered by this report nothing has been added to the principal of the fund.

Town Deposit Fund.—The principal of this fund is reported to be \$753,326.87, the income \$33,593.36. This does not represent any real addition to the receipts for schools.

The following table gives the reported income of the fractions of this fund for the years 1866–1895 :

TABLE I.

Income of Town Deposit Fund.

Report for the Year.		Report for the Year	
1866,	\$48,078.92	1881,	\$43,713.44
1867,	47,951.72	1882,	42,979.23
1868,	44,979.34	1883,	43,937.52
1869,	43,985.75	1884,	42,156.28
1870,	44,883.94	1885,	42,089.06
1871,	45,650.19	1886,	40,387.06
1872,	45,167.37	1887,	39,350.07
1873,	45,715.80	1888,	38,835.65
1874,	45,452.58	1889,	37,044.67
1875,	46,003.03	1890,	35,068.83
1876,	46,534.97	1891,	35,584.95
1877,	47,665.00	1892,	35,255.93
1878,	44,538.92	1893,	33,873.69
1879,	44,983.66	1894,	33,702.01
1880,	43,994.35	1895,	33,593.36

Local Funds.—The principal of these funds is \$282,451.03, and the reported income is \$7,615.93. The following table shows the reported income of these funds for 27 years:

TABLE II.

Income of Local Funds.

1869,	\$8,919.15	1883,	\$8,582.13
1870,	12,300.34	1884,	9,310.94
1871,	7,920.77	1885,	8,553.16
1872,	9,627.23	1886,	8,305.80
1873,	11,348.05	1887,	8,455.48
1874,	12,196.45	1888,	7,723.20
1875,	16,064.71	1889,	7,968.50
1876,	15,614.79	1890,	7,589.45
1877,	12,562.54	1891,	7,839.16
1878,	12,754.62	1892,	8,344.70
1879,	10,967.86	1893,	8,815.39
1880,	10,723.67	1894,	9,280.49
1881,	11,141.74	1895,	7,615.93
1882,	7,718.56		

The total amount received from permanent funds, including School Fund, Town Deposit funds, and Local funds, was, in 1893, \$168,839.25, and in 1894, \$168,302.04.

State Grant. — From the State Treasury there is paid to the towns \$1.50 for each enumerated person between the ages of 4 and 16. The enumeration in 1892 was 167,809, and the grant in March, 1893, amounted to \$251,713.50.

The enumeration in 1893 was 169,457, and the amount granted was \$254,185.50.

This grant mainly goes to the centers of population.

The town receiving the largest sum in 1894 was New Haven, \$29,857.50, for 19,905 children.

The town receiving the smallest sum was Andover, \$90 for 60 children.

Town Tax. — The 168 towns raised for school purposes, by town tax, \$1,042,769.62 in 1893, and \$1,144,666.09 in 1894. The rate of taxation for schools, in 1894, was highest in Ansonia, where the rate was 11.58 mills, and lowest in Clinton, where the rate was $\frac{5}{100}$ of a mill.

District Tax. There are 1386 districts in the State. In the year 1892-3, 122 taxed themselves for the support of schools, and the amount raised was \$535,017.01, which was 24.9 per cent. of the whole sum raised for schools.

In 1893-4 111 districts raised taxes to the amount of \$568,983.23, which was 22.6 per cent. of the whole sum raised for schools.

Voluntary Contributions. The amount of voluntary contributions was, in 1892-3, \$61,753.70; in 1893-4, \$199,587.57. Thus we have in the two years the considerable sum of \$261,341.27 voluntarily given to schools.

The table below will show the amount of these voluntary contributions for the 21 years last past. This reaches the sum of \$411,831.16.

TABLE III.
Voluntary Contributions.

Report for Year.	Voluntary Contributions.	Per cent of total Receipts	Report for Year.	Voluntary Contributions.	Per cent. of total Receipts.
1875	\$6,637.89	....	1886	\$5,865.46	....
1876	6,881.26	....	1887	4,348.05	....
1877	4,599.11	....	1888	6,844.44	....
1878	4,755.00	....	1889	4,138.89	....
1879	5,956.87	....	1890	4,503.88	....
1880	4,616.78	....	1891	5,513.57	....
1881	5,870.33	....	1892	7,641.57	....
1882	5,050.05	....	1893	54,154.10	2.38
1883	5,025.53	....	1894	61,753.70	2.87
1884	3,758.10	....	1895	199,587.57	7.95
1885	4,329.01	....		
	.....	....		\$411,831.16	....

Per cent. of
taxable property.

In 1893-4 the per cent. of taxable property appropriated for public schools was 5.47 mills. The average rate of town taxation for schools was 3 mills.

Per cent. from
several sources.

Of the total sum \$168,302.04, or 6.70 per cent. of the whole, was the income of permanent funds; \$254,185.50, or 10.13 per cent., was derived from the State Treasury, and \$1,713,649.32, or 68.28 per cent. from local taxes.

Local taxation.

In this State the influence of public schools has long been felt, and 75 per cent. of the nominal revenue for schools is raised by local taxation. In reality a larger per cent., probably not less than 80 per cent. comes from local taxation because the local funds and town deposit funds are so invested that a tax is necessary to raise the income which these ostensibly supply.

Inequality of
taxation.

All towns have not the same ability to bear the burdens of taxation. In the wealthy towns schools are easily, but not always, liberally supported. These inequalities point to a distribution of the money by the State, or some larger taxing community. In small towns schools must suffer, even under a high rate of taxation.

There is no doubt that all people will pay taxes to secure what is agreeable or desirable, or what is thought to be

agreeable or desirable by a majority. If there be a good school, well taught, well managed, and attractive, there is not much difficulty in obtaining money. The real question is, whether the money secures good schools — that is, well-taught schools.

There is much evidence that our system does not secure good teaching, that often intelligent people are deterred from sending their children by the character of the school, the negligent are encouraged to continue in their negligence, and that much of the money is wasted.

Summary. — The following is a summary of receipts for the year ending July 14, 1892 :

From permanent investments —			
School Fund,	\$123,039.75		
Town Deposit Fund,	33,873.69		
Local Funds,	8,815.39	\$165,728.83	
From Taxation —			
Town Tax,	1,054,372.46		
District Tax,	581,012.59		
State Tax,	246,079.50	1,881,464.55	
From Voluntary Contributions,	54,154.10		
Other sources (tuitions, etc.),	164,834.71	218,988.81	
Total,		\$2,266,182.19	

The following is a summary of receipts for the year ending July 14, 1893 :

From permanent investments —			
School Fund,	\$125,856.75		
Town Deposit Fund,	33,702.01		
Local Funds,	9,280.49	\$168,839.25	
From Taxation —			
Town Tax,	1,042,769.62		
District Tax,	535,017.01		
State Tax,	251,713.50	1,829,500.13	
From Voluntary Contributions,	61,753.70		
Other sources (tuitions, etc.),	86,133.91	147,887.61	
Total,		\$2,146,226.99	

The following is a summary of receipts for the year ending July 14, 1894 :

From permanent investments —			
School Fund,	\$127,092.75		
Town Deposit Fund,	33,592.36		
Local Funds,	7,615.93	\$168,302.04	

From Taxation—

Town Tax,	\$1,144,666.09
District Tax,	568,983.23
State Tax,	254,185.50 \$1,967,834.82
From Voluntary Contributions,	199,587.57
Other sources (tuitions, etc.),	174,004.48 373,592.05
	\$2,509,728.91

The following table gives the several amounts received from the sources above mentioned for each of the twenty-nine years last past with the per cent. which each constituted of the total receipts for schools :

TABLE IV.

Year.	School Fund.	Per cent.	District Tax.	Per cent.	Town Tax.	Per cent.	State Tax.	Per Cent.
1866	\$136,471.94	19.3	\$317,937.37	45.0	\$93,726.10	13.2	.....	....
1867	132,972.40	13.5	466,931.90	47.4	149,680.99	15.2	.....	....
1868	136,015.00	13.0	467,804.77	44.8	160,347.35	15.3	.....	....
1869	124,082.00	9.7	491,420.61	38.7	415,318.26	32.7	.....	....
1870	125,407.00	8.4	498,846.09	33.6	568,387.50	38.3	.....	....
1871	128,468.00	8.4	410,708.11	27.2	641,837.76	42.6	.....	....
1872	131,748.00	9.1	485,523.56	33.5	642,194.11	44.5	\$65,874.00	4.5
1873	132,548.00	8.5	499,555.19	32.3	598,273.44	38.8	199,272.00	12.0
1874	133,528.00	8.2	502,500.80	31.1	669,856.88	41.5	200,292.00	12.3
1875	148,220.60	8.6	463,775.19	22.7	668,167.13	41.9	202,119.00	12.6
1876	135,189.00	8.6	399,834.65	25.6	711,167.98	45.5	202,783.50	12.9
1877	137,261.00	9.1	349,949.89	23.2	697,103.26	46.2	205,891.50	13.6
1878	138,475.00	9.1	362,128.54	23.9	682,407.59	45.2	207,712.50	13.7
1879	124,585.20	8.9	341,018.81	24.4	635,328.58	45.6	207,642.00	14.9
1880	112,188.00	7.5	416,306.33	28.0	649,987.83	43.8	210,352.50	14.1
1881	100,611.70	6.7	393,007.82	26.5	670,146.35	45.2	215,566.50	14.5
1882	87,721.20	5.0	382,515.80	22.0	760,105.40	43.8	219,303.00	12.6
1883	112,096.50	7.1	452,616.96	28.9	840,365.39	48.4	224,193.00	14.3
1884	112,950.75	6.4	484,343.55	27.8	810,253.93	46.6	225,901.50	13.0
1885	120,855.20	6.9	525,119.36	30.2	764,688.09	44.0	226,603.50	13.0
1886	114,124.20	6.8	448,005.33	26.9	758,797.83	45.6	228,249.00	13.7
1887	114,945.00	6.4	499,804.42	27.8	825,554.24	46.0	229,890.00	12.8
1888	116,199.00	6.6	453,483.69	25.9	844,901.14	48.2	232,398.00	13.2
1889	117,932.25	5.9	570,660.69	28.6	941,881.01	47.3	235,864.50	11.8
1890	119,430.75	5.9	580,070.79	28.7	953,890.88	47.3	238,861.50	11.7
1891	120,930.75	6.0	550,898.68	27.4	976,211.51	48.5	241,861.50	12.0
1892	123,039.75	5.4	581,012.59	25.6	1,054,372.46	46.5	246,079.50	10.8
1893	125,856.75	5.8	535,017.01	24.9	1,042,769.62	48.5	251,713.50	11.7
1894	127,002.75	5.0	568,983.23	22.6	1,144,666.09	45.6	254,185.50	10.1

EXPENDITURES.

Total expenditures.

Turning to expenditures, we find that for 1892-3 the total amount expended was \$2,341,351.43, an increase over 1891-2 of \$106,807.40. The income from all sources was \$2,146,226.99, and the expenditure \$2,341,351.43.

In 1893-4 the total expenditures were \$2,642,627.70, an increase over 1892-3 of \$301,276.27. The total income from all sources was \$2,509,728.91.

The indebtedness for school purposes so far as it can be ^{Indebtedness} separated from town indebtedness amounts to \$1,887,227.73.

In 1880 the expenditure *per capita* of the population of ^{Expenditure} the State was \$2.26. In 1890 the expenditure *per capita* ^{per capita.} of the population was \$2.84, showing that the expense per capita has increased more than 25 per cent. in ten years.

The amount expended for teachers' wages was in 1894 ^{Teachers' wages.} \$1,548,148.67, an increase since 1892 of \$121,437.51. The increase in twenty years is over \$500,000.

The amount of teachers' wages is 70 per cent. of the whole amount expended for schools. The average amount paid each male teacher per month was \$85.87 and to each female teacher \$41.48. The number of teachers has increased in twenty years from 2,581 to 3,496 or 35.4 per cent.; in the same period the amount paid for wages has increased 51.5 per cent.

Teachers' wages, fuel, and incidentals and cost of superintendence are called running expenses and are about 67 per cent. of the whole expenditure. ^{Running expenses.}

Of the remaining expenditures the amount expended for ^{Schoolhouses.} schoolhouses was \$464,107.01.

For libraries and apparatus the amount was \$18,824.55, ^{Libraries and apparatus.} and of this \$12,639.55 was raised by towns and districts and \$6,185 given by the State.

"Other objects" includes interest, rent, insurance, and ^{Other objects.} money paid for sites.

The large increase in income derived from "other sources" is due to contributions made by Mrs. Lucy H. Boardman in New Haven, \$50,000, and by Mr. Havemeyer in Greenwich, \$150,000. Both these sums were expended for new schoolhouses.

The amount expended for running expenses has increased ^{Increase of running expenses.} by \$67,000, which shows that teachers' wages and school appliances have received due attention.

It is evidence of interest in schools that in the years of ^{Interest in schools.} financial depression experienced in no section more severely than in this State, not only has the number under instruction increased, but the money raised has increased \$400,000, and the money expended \$300,000. The most significant fact is that the money raised by taxation has increased \$138,825.89.

The following table gives expenditures under the various heads for the years since 1866, and the per cent. each constituted of the total expenditure for schools:

TABLE V.

Report of Year.	Teachers' Wages.	Per Cent.	Fuel and Incidentals	Per Cent.	New Build- ings.	Per Cent.	Repairs.	Per Cent.	Other Objects.	Per Cent.
1866	\$421,137.92	70.4	\$84,464.90	14.1	\$62,353.50	10.4	\$29,515.87	4.9	.....	...
1867	482,677.50	67.3	63,421.32	8.8	73,212.35	10.2	38,789.62	5.4	\$56,522.29	7.8
1868	557,193.22	57.8	64,606.19	6.7	196,453.28	20.4	49,471.84	5.1	92,200.75	9.5
1869	609,658.05	55.3	62,183.96	5.6	276,901.14	25.1	51,781.32	4.6	97,746.85	8.8
1870	695,539.25	54.3	77,090.60	6.0	305,631.72	23.8	63,555.81	4.9	131,782.99	10.3
1871	785,680.04	48.4	101,086.94	6.2	494,604.41	30.5	55,713.69	3.4	176,247.48	10.8
1872	833,759.06	55.6	98,238.44	6.5	370,369.73	24.7	70,005.64	4.6	117,148.21	7.8
1873	888,871.89	58.1	110,202.90	7.2	319,025.55	20.8	65,224.56	4.2	137,169.37	8.9
1874	959,229.40	64.9	128,588.05	8.7	226,705.78	15.3	53,960.87	3.6	100,862.89	6.8
1875	1,021,714.07	60.1	127,055.01	7.4	294,228.11	17.3	93,863.83	5.5	153,044.13	9.0
1876	1,057,242.19	68.0	140,130.42	9.6	135,135.46	8.7	77,544.46	4.3	134,269.17	8.6
1877	1,085,290.05	70.9	133,343.89	8.7	95,758.63	6.2	68,860.09	4.5	138,480.14	9.0
1878	1,058,682.28	70.1	134,125.12	8.8	98,698.80	6.5	73,516.83	4.8	135,055.57	8.9
1879	1,041,040.43	69.1	112,237.12	7.4	124,944.06	8.2	67,715.24	4.4	152,897.07	10.1
1880	1,015,882.91	73.7	128,362.43	9.3	37,227.65	2.7	71,346.14	5.1	115,648.79	8.4
1881	1,011,729.94	71.8	118,036.64	8.3	87,047.08	6.1	60,814.27	4.3	121,300.31	8.6
1882	1,025,322.66	69.4	119,392.50	8.6	111,904.78	7.5	65,819.65	4.4	144,774.38	9.7
1883	1,056,268.25	68.0	136,058.20	8.7	146,586.39	9.4	71,288.91	4.5	130,310.84	8.3
1884	1,094,580.61	60.3	145,303.89	8.0	327,408.32	18.0	85,062.22	4.6	146,162.55	8.0
1885	1,130,863.35	63.6	149,757.88	7.9	238,963.98	13.4	102,137.66	5.7	150,881.45	8.4
1886	1,166,879.13	62.9	135,720.40	7.3	293,212.83	15.8	86,384.99	4.6	158,489.05	8.5
1887	1,188,056.04	66.3	127,644.60	7.1	216,401.15	12.0	77,338.42	4.3	171,164.26	9.5
1888	1,227,412.60	69.4	148,786.24	8.4	117,860.67	6.6	104,911.91	5.9	156,207.22	8.8
1889	1,264,061.02	69.6	149,322.73	8.2	124,598.70	6.8	88,068.47	4.8	176,438.40	9.7
1890	1,291,472.88	65.0	149,016.64	7.5	226,190.45	11.3	105,619.00	5.3	196,624.30	9.9
1891	1,330,087.56	62.6	182,465.33	8.5	261,423.06	12.3	98,971.33	4.6	234,449.04	11.0
1892	1,369,432.57	63.1	158,788.33	7.3	307,830.92	14.2	98,870.99	4.5	217,034.64	10.0
1893	1,426,711.16	63.8	176,372.64	7.8	216,580.96	9.6	121,870.90	5.4	277,581.51	12.4
1894	1,485,377.23	63.4	200,838.80	8.5	248,232.19	10.6	109,775.87	4.6	281,946.69	12.0
1895	1,548,148.67	58.5	191,586.83	7.2	464,107.01	17.5	110,417.82	4.1	309,542.82	11.7

Summary.—The following is a summary of expenditures for 1892-3:

Running Expenses—

Teachers' wages,	.	.	.	.	.	\$1,485,377.23
Fuel and incidentals,	.	.	.	.	.	200,838.80
Superintendence,	.	.	.	.	.	35,283.92

Other Expenses—

Repairs of school buildings,	.	.	.	.	.	109,775.87
Library and apparatus,	.	.	.	.	.	15,180.65
New schoolhouses,	.	.	.	.	.	248,232.19
Other purposes,	.	.	.	.	.	246,662.77

Total, \$2,341,351.43

The following is a summary of expenditures for 1893-4:

Running Expenses—

Teachers' wages,	.	.	.	.	.	\$1,548,148.67
Fuel and incidentals,	.	.	.	.	.	191,586.83
Superintendence,	.	.	.	.	.	39,215.29

Other Expenses —

Repairs of school buildings,	\$110,417.82
Library and apparatus,	18,824.55
New schoolhouses,	464,107.01
Other purposes,	270,327.53
Total,	\$2,642,627.70

The following table gives the receipts and expenses since 1866, with the average cost of schooling children :

TABLE VI.

Year.	Receipts.	Expenses.	Cost for each child enumerated.	Cost for each child registered.	Cost for each child in attendance.
1866	\$704,986.70	\$716,203.79	\$5.94	.....	\$13.79
1867	983,806.32	962,728.21	8.14	.....	17.98
1868	1,043,086.71	1,102,170.19	8.44	\$10.49	18.08
1869	1,269,152.83	1,278,827.01	10.23	12.05	20.97
1870	1,484,016.35	1,621,387.76	11.83	13.41	23.69
1871	1,503,617.62	1,496,980.95	11.70	13.23	23.98
1872	1,442,669.01	1,528,440.07	10.95	12.56	22.95
1873	1,542,489.20	1,477,442.72	11.60	13.44	24.08
1874	1,612,947.64	1,697,573.97	12.08	13.52	23.98
1875	1,592,858.11	1,552,583.85	11.81	14.17	23.22
1876	1,506,565.06	1,529,181.52	11.54	13.10	22.13
1877	1,506,218.67	1,510,222.56	10.99	12.63	20.87
1878	1,509,158.85	1,506,477.06	10.90	12.59	20.52
1879	1,390,972.54	1,375,880.46	10.05	11.65	19.14
1880	1,481,680.93	1,408,374.74	10.57	12.37	20.14
1881	1,482,024.39	1,476,690.95	10.31	12.41	20.43
1882	1,563,750.30	1,553,065.16	10.69	12.90	21.46
1883	1,733,392.88	1,813,486.11	9.94	12.33	19.85
1884	1,737,923.36	1,777,277.04	10.21	12.47	19.86
1885	1,735,384.21	1,852,221.45	10.31	12.40	19.72
1886	1,663,019.17	1,791,666.21	10.35	12.54	19.73
1887	1,793,369.19	1,768,371.06	10.76	13.12	20.89
1888	1,749,708.04	1,813,823.04	10.90	13.40	20.82
1889	1,990,336.88	1,984,254.47	11.17	13.83	21.34
1890	2,015,667.11	2,123,839.46	11.69	14.72	22.26
1891	2,009,383.58	2,167,079.18	11.53	14.42	22.05
1892	2,266,182.19	2,234,544.03	12.30	15.40	23.77
1893	2,146,226.99	2,341,351.43	12.47	15.70	24.26
1894	2,509,728.91	2,642,627.70	12.85	16.01	23.81

ENUMERATION, REGISTRATION, AND ATTENDANCE.

Summary of Statistics, 1892-3.

Number of children between 5 and 16 years of age	
in October, 1892,	167,809
Increase for the year,	3,756
Number of scholars registered in winter,	112,584
Increase for the year,	3,370
Number of scholars registered in summer,	105,799
Increase for the year,	3,138

Number registered who were over 16 years of age,	4,163
Increase for the year,	92
Number of different scholars in public schools, .	133,237
Increase for the year,	2,266
Number of enumerated children in other schools than public schools,	20,981
Decrease for the year,	496
Number of children between 4 and 16 years of age in no school, as shown by returns of school visitors,	24,411
Increase for the year,	797
Number between 4 and 16 years of age in no school, as shown by enumeration returns of October, 1892,	29,898
Increase for the year,	966
Number between 8 and 14 who attended no school, as shown by enumeration returns of Octo- ber, 1892,	2,775
Increase for the year,	564
Average attendance in public schools in winter, .	89,420
Increase for the year,	1,893
Average attendance in public schools in summer, .	83,091
Increase for the year,	844
Percentage of the whole number registered in the year, as compared with the whole number enumerated in October, 1892,	79.39
Decrease for the year, . . . . .	.44
Percentage of children in schools of all kinds, .	91.90
Percentage of those enumerated, registered in winter,	67.09
Decrease for the year, . . . . .	.52
Percentage of those enumerated, registered in sum- mer,	63.04
Increase for the year, . . . . .	.47
Percentage of average attendance in winter, .	79.42
Decrease for the year, . . . . .	.72
Percentage of average attendance in summer, .	78.53
Decrease for the year,	1.58
Average attendance in winter, as compared with number enumerated in October, 1892,	53.28
Decrease for the year, . . . . .	.07

Average attendance in summer, as compared with number enumerated in October, 1892,	49.51
Decrease for the year, . . . . .	.62
Number of districts in which the average attend- ance for the year ending July 14, 1893, was 8 or less,	244

Summary of Statistics, 1893-4.

Number of children between 4 and 16 years of age October, 1893,	169,457
Increase for the year,	1,648
Number of scholars registered in winter,	116,116
Increase for the year,	3,532
Number of scholars registered in summer,	110,172
Increase for the year,	4,373
Number registered who were over 16 years of age,	4,435
Increase for the year,	272
Number of different scholars in public schools,	136,049
Increase for the year,	2,812
Number of enumerated children in other schools than public schools,	21,460
Increase for the year,	479
Number of children between 4 and 16 years of age in no school, as shown by returns of school visitors,	23,605
Decrease for the year,	806
Number between 4 and 16 years of age in no school, as shown by enumeration returns of October, 1893,	29,382
Decrease for the year,	516
Number between 8 and 14 who attended no school, as shown by enumeration returns of October, 1893,	2,292
Decrease for the year,	483
Average attendance in public schools in winter,	93,607
Increase for the year,	4,187
Average attendance in public schools in summer,	89,366
Increase for the year,	6,275
Percentage of the whole number registered in the year, as compared with the whole number enumerated in October, 1893,	80.28
Increase for the year, . . . . .	.89

Percentage of children registered in schools of all kinds,	92.94
Percentage of those enumerated, registered in winter,	68.52
Increase for the year,	1.43
Percentage of those enumerated, registered in summer,	65.00
Increase for the year,	1.96
Percentage of average attendance in winter,	80.61
Increase for the year,	1.19
Percentage of average attendance in summer,	81.11
Increase for the year,	2.58
Average attendance in winter as compared with number enumerated in October, 1893,	55.23
Increase for the year,	1.95
Average attendance as compared with number enumerated in October, 1893,	52.73
Increase for the year,	3.22
Number of districts in which the average attendance for the year ending July 14, 1894, was 8 or less,	207

The increase in enumeration for 1894 is 1,648; the increase in the registration is 2,812, while the increase in average attendance which shows the actual number receiving instruction, reaches the unprecedented figure of 5,216. This is due to the systematic effort made by the agents to secure regular attendance, and is proof, if any be needed, of the efficient enforcement of the law relating to attendance.

The following table gives enumeration, registration, and attendance since 1866, with percentages :

TABLE VII.

Report of the year.	Average length of Schools.	Enumerated.	REGISTERED.		Different Scholars Registered.	Per cent. Registered.	No. in both Public and Private Schools.	Per cent. in all Schools.	ATTENDANCE.		Per cent. of average Attendance.
			Winter.	Summer.					Winter.	Summer.	
1866	.....	114,825	78,149	71,603	.....	.....	.....	....	57,131	51,751	47.41
1867	.....	118,780	78,206	70,837	.....	.....	.....	.....	57,464	50,560	45.47
1868	.....	120,884	80,148	73,865	.....	.....	.....	.....	57,117	52,299	45.25
1869	163.05	123,650	82,140	75,177	99,390	80.38	.....	.....	59,489	53,645	45.74
1870	161.75	124,082	88,348	78,865	105,313	84.87	114,896	92.60	64,707	56,300	48.77
1871	168.51	125,409	94,092	83,192	110,640	88.19	119,944	95.64	66,902	58,348	49.13
1872	172.41	128,468	94,408	83,095	113,588	88.50	122,342	95.23	67,018	58,349	48.79
1873	173.34	131,748	94,787	83,874	114,805	87.14	123,834	93.99	67,599	58,113	47.70
1874	174.18	132,908	95,199	86,987	114,857	86.41	133,386	92.83	67,172	60,905	48.18
1875	176.29	133,528	99,550	89,674	119,298	89.34	127,720	95.65	71,433	63,052	50.35
1876	176.26	134,976	98,402	88,595	119,489	88.53	128,634	95.30	71,935	65,251	50.81
1877	178.13	135,189	98,223	89,832	119,106	88.10	128,922	95.36	74,369	66,621	52.14
1878	177.52	137,099	99,657	90,845	119,208	86.95	129,388	94.38	75,732	68,588	52.63
1879	178.47	138,407	100,288	91,433	119,828	86.56	130,937	94.60	77,218	69,912	52.15
1880	178.60	138,428	99,662	91,860	119,382	86.24	130,597	94.34	75,678	69,607	53.47
1881	179.02	140,235	100,596	90,614	119,694	85.35	132,337	94.37	78,421	68,672	52.44
1882	179.98	143,745	100,098	92,259	119,381	83.05	131,856	91.73	76,028	69,050	50.42
1883	179.66	146,188	101,759	92,475	121,185	82.90	134,084	91.72	77,041	69,636	50.16
1884	178.77	149,466	102,122	94,214	120,437	80.58	135,297	90.52	78,423	71,328	50.09
1885	179.55	150,601	103,921	97,499	123,280	81.85	137,860	91.53	80,075	74,787	48.80
1886	179.18	151,069	107,097	98,604	125,718	83.21	140,198	92.80	82,654	76,719	52.32
1887	179.74	152,166	107,213	99,166	125,539	82.50	140,714	92.47	82,949	76,341	52.46
1888	180.18	153,260	108,309	100,169	125,794	82.07	141,747	92.48	83,285	75,078	51.53
1889	179.08	154,932	109,550	101,889	126,055	81.36	143,234	92.44	83,455	79,310	52.39
1890	180.32	157,243	109,511	101,615	127,089	80.82	145,358	92.44	86,275	81,038	52.53
1891	182.51	159,241	110,476	102,703	126,505	79.44	145,571	91.41	87,229	82,477	52.28
1892	182.26	161,241	110,778	103,035	128,905	79.94	149,301	92.59	87,527	82,247	51.74
1893	182.30	164,053	109,214	102,661	130,971	79.83	152,448	92.92	89,420	83,091	51.40
1894	182.74	167,809	112,584	105,799	133,237	79.39	154,218	91.90	93,607	89,366	53.98
1895	182.92	169,457	116,116	110,172	136,048	80.28	157,509	92.94			

The following table shows increase or decrease of enumeration, registration, and attendance in the State for the year ending July 14, 1892 :

TABLE VIII.

	HARTFORD.			NEW HAVEN.			NEW LONDON.			FAIRFIELD.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase,...	45	509	318	1,208	1,551	.....	146	.....	.....	1,200	479	294
Decrease,...	.....	.....	.....	.....	.....	75	.....	379	54	.....	.....	.....

	WINDHAM.			LITCHFIELD.			MIDDLESEX.			TOLLAND.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase,..	104	.....	52	73	.....	123	117	.....	.....	.....	.....	.....
Decrease, ..	.....	10	.....	.....	34	.....	.....	36	65	81	8	10

	STATE.		
	Enumeration.	Registration.	Attendance.
Increase,	2,893	2,539	787
Decrease,	81	473	204
Total increase,	2,812	2,066	583

The following table shows increase or decrease of enumeration, registration, and attendance by counties for the year ending July 14, 1893 :

TABLE IX.

	HARTFORD.			NEW HAVEN.			NEW LONDON.			FAIRFIELD.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase,..	853	1,215	661	1,369	718	124	96	.....	.....	1,266	555	823
Decrease, ..	.....	.....	.....	.....	.....	.....	.....	242	184	.....	.....	.....

	WINDHAM.			LITCHFIELD.			MIDDLESEX.			TOLLAND.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase,..	.....	.....	.....	247	84	40	.....	124	13	124	.....	67
Decrease, ..	190	163	176	.....	.....	.....	9	.....	.....	.....	25	.....

	STATE.		
	Enumeration.	Registration.	Attendance.
Increase,.....	3,955	2,696	1,728
Decrease,.....	199	430	360
Total increase,.....	3,756	2,266	1,368

The following table shows the increase or decrease of enumeration registration by counties for the year ending July 14, 1894 :

TABLE X.

	HARTFORD.			NEW HAVEN.			NEW LONDON.			FAIRFIELD.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase,..	521	979	1,251	737	766	1,404	278	405	385	37	786	1,266
Decrease,.....												

	WINDHAM.			LITCHFIELD.			MIDDLESEX.			TOLLAND.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase,..	47	88	312	85	.....	147	.....	.....	311	.....	148	155
Decrease,.....					348	.....	20	12	.....	37	.....	.....

	STATE.		
	Enumeration.	Registration.	Attendance.
Increase,.....	1,648	2,812	5,231
Decrease,.....	.....	.....	.....
Total increase,.....	1,648	2,812	5,231

In 1893-4 for the first time in three years the increase in registration exceeded the increase in enumeration, and the increase in attendance exceeded the increase in registration as is shown by the following table :

TABLE XI.

	INCREASE OF		
	Enumeration.	Enrollment.	Attendance.
1892	2,812	2,066	583
1893	3,756	2,266	1,368
1894	1,648	2,812	5,231

Private schools. The following table gives registration of enumerated children in private schools since 1870. This is made up from the returns of school visitors. It is the number who have, for a longer or shorter period, attended private schools. The same children may have attended the public schools within the same year and so be enrolled in both :

TABLE XII.

Report for year.	Registered in private schools.	Report for year.	Registered in private schools.	Report for year.	Registered in private schools.
1870,....	9,583	1879,....	11,109	1888,....	15,953
1871,....	9,304	1880,....	11,215	1889,....	17,179
1872,....	8,754	1881,....	12,643	1890,....	18,269
1873,....	9,029	1882,....	12,475	1891,....	19,066
1874,....	8,529	1883,....	12,899	1892,....	20,396
1875,....	8,422	1884,....	14,860	1893,....	21,477
1876,....	9,145	1885,....	14,580	1894,....	20,981
1877,....	9,816	1886,....	14,480	1895,....	21,460
1878,....	10,180	1887,....	15,175		

ATTENDANCE.

The following tables give the details of the enforcement of the law relating to attendance.

TABLE XIII.—ATTENDANCE, 1891-2.

TOWNS.	Number of cases of ab- sences investigated.	Number of families visited.	RECOGNIZED EXCUSES.				Number absent illegally.	Number at work illegally.	Number sent to school.	PROSE- CUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes.
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.					Parents.	Employers.				
HARTFORD COUNTY.															
Hartford,	45	30	8	...	5	30	...	30	1	...	...	8	4	...	3
Bloomfield,	6	3	...	...	...	3	...	3	...	...	...	...	...	...	...
East Granby,	13	6	...	...	...	9	...	10	...	...	...	...	...	...	...
East Hartford,	15	9	...	1	...	12	1	12	...	...	...	1	...	...	...
East Windsor,	28	16	1	...	1	21	3	21	...	...	...	1	...	...	...
Manchester,	72	50	5	1	12	29	2	29	...	...	...	1	...	...	...
New Britain,	37	21	2	2	9	18	2	21	1	...	...	7	1	...	4
Simsbury,	13	5	1	...	1	10	2	10	2	...	...	...	...	...	...
Southington,	19	9	1	4	...	16	1	13	...	...	...	1	...	...	...
Total, 9 towns,	248	149	18	8	28	148	11	149	4	...	...	19	5	...	7
NEW HAVEN COUNTY.															
New Haven,	109	79	13	4	20	68	5	74	2	...	...	11	1	...	...
Ansonia,	27	14	2	3	2	11	3	11	1	...	...	2	1	...	3
Bethany,	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Branford,	7	5	1	2	...	4	1	4	...	...	...	1	...	...	...
Cheshire,	6	1	...	...	...	6	...	6	...	...	...	...	...	...	...
Derby,	19	14	4	...	1	13	...	12	...	...	...	...	...	...	...
Guilford,	2	...	...	...	...	2	...	2	...	...	...	...	...	...	...
Madison,	3	2	1	...	...	2	...	3	...	...	...	1	...	...	...
Milford,	20	14	3	2	2	10	...	12	2	...	...	1	1	...	...
Naugatuck,	3	1	...	1	...	2	...	2	...	...	...	...	...	...	...
Orange,	14	5	1	3	1	8	...	8	...	...	...	...	...	...	...
Seymour,	5	4	...	...	...	5	...	...	1	...	...	2	...	...	...
Wallingford,	18	13	1	...	1	15	2	15	...	...	...	...	...	...	...
Waterbury,	20	17	6	2	...	16	...	16	...	...	...	...	...	...	...
Woodbridge,	3	2	1	...	1	1	...	1	...	...	...	...	...	...	...
Total, 15 towns,	258	171	33	17	28	163	11	166	4	...	...	17	3	...	3
NEW LONDON COUNTY.															
Norwich,	16	11	1	...	...	...	...	15	...	...	...	...	...	...	...
Colchester,	15	10	...	...	...	...	...	15	2	...	...	...	...	...	...
East Lyme,	10	4	1	...	...	...	...	9	...	...	...	...	...	...	...
Franklin,	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...
Total, 4 towns,	42	26	2	...	...	...	...	40	2	...	...	...	...	...	...
FAIRFIELD COUNTY.															
Bridgeport,	19	13	2	1	1	12	5	5	...	...	...	1	...	...	...
Bethel,	61	29	8	3	...	...	...	50	1	...	...	...	...	...	...
Brookfield,	38	20	8	2	...	...	...	28	...	...	...	...	...	...	...
Greenwich,	20	15	5	...	...	...	...	15	...	...	...	...	...	...	...
New Fairfield,	22	13	5	...	...	...	...	17	...	...	...	...	...	...	...
Norwalk,	17	11	...	...	...	1	...	17	...	...	...	5	2	1	1
Redding,	20	10	...	...	...	...	...	20	...	...	...	...	...	...	...
Stamford,	372	234	30	27	42	177	5	128	4	...	...	20	1	1	12
Total, 8 towns,	569	345	58	33	43	190	10	280	5	...	...	26	3	2	13
WINDHAM COUNTY.															
Brooklyn,	1	1	...	...	...	...	...	...	...	...	...	1	1	...	...
Killingly,	1	1	...	...	...	...	...	...	...	...	...	1	1	...	...
Plainfield,	42	34	8	4	4	26	...	26	...	...	...	2	...	...	...
Putnam,	5	5	...	...	...	...	...	5	...	...	...	...	...	...	...
Windham,	12	8	...	...	...	...	...	12	1	...	...	...	...	...	...
Total, 5 towns,	61	49	8	4	4	26	...	43	1	...	...	4	2	...	...

TABLE XIII.—ATTENDANCE, 1891-2.—*Concluded*

TOWNS.	Number of cases of ab- sences investigated.	Number of families visited.	RECOGNIZED EXCUSES.				Number absent illegally.	Number at work illegally.	Number sent to school.	PROSE- CUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes.
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.	Parents.				Employers.					
LITCHFIELD COUNTY.															
Colebrook,.....	9	2							9						
Norfolk,.....	1	1												1	
Plymouth,.....	2	2							2						
Watertown,.....	3	2							2	1					1
Winchester,.....	7	5	1						6						
Total, 5 towns,.....	22	12	1						19	1				1	1
MIDDLESEX COUNTY.															
Middletown,.....	31	21	5		3	14	7	14	2		2				
Haddam,.....	6	4				6		5							4
Durham,.....	19	9				15		15			1	1			2
Essex,.....	9	5				5	2	6			1	1			
Middlefield,.....	12	8	2			8		8			2				
Old Saybrook,.....	4	2				2		2							
Total, 6 towns,.....	81	48	7		3	50	9	50	2		6	2			6
TOLLAND COUNTY.															
Columbia,.....	2	1				1	1	1							
Vernon,.....	11	4			1	7		8							
Total, 2 towns,.....	13	5			1	8	1	9							

SUMMARY BY COUNTIES.—1891-92.

COUNTIES.	Number of towns.	Number of cases of absence investigated.	Number of families visited.	RECOGNIZED EXCUSES.				Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes.
				Number of cases of disability.	Number cases of lack of clothing.	Number at work legally.	Parents.				Employers.					
Hartford,.....	9	248	149	18	8	28	148	11	149	4	....	....	19	5	....	7
New Haven,.....	15	258	171	33	17	28	163	11	166	4	....	....	17	3	....	3
New London,.....	4	42	26	2	....	....	....	....	40	2	....	....	....	....	....	....
Fairfield,.....	8	569	345	58	33	43	190	10	280	5	....	....	26	3	2	13
Windham,.....	5	61	49	8	4	4	26	....	43	1	....	....	4	2	....	....
Litchfield,.....	2	22	12	1	....	....	....	....	19	1	....	....	....	....	1	1
Middlesex,.....	6	81	48	7	....	3	50	9	50	2	....	....	6	2	....	6
Tolland,.....	2	13	5	....	....	1	8	1	9	....	....	....	....	....	....	....
The State,.....	54	1294	805	127	62	107	585	42	756	19	....	....	72	15	3	30

TABLE XIV.—ATTENDANCE, 1892-3.

TOWNS.	Number of cases of ab- sences investigated.	Number of families visited.	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSE- CUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes.
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.				
HARTFORD COUNTY.														
Hartford,.....	61	47	2	10	54	7	54	1	1					
Bloomfield,.....	17	9	2	1			14	1						
East Granby,.....	6	2			4		4							
East Hartford,.....	27	16	1	5	21		21				3			
Manchester,.....	52	30	6		46		46				10			
New Britain,.....	43	32	5	1	4		43				19	*	1	
Plainville,.....	6	5			6	4	6				1			
Simsbury,.....	8	3		1	5		3							
Southington,.....	16	11		2	14		14	1						
Suffield,.....	3	2			3	1	3							
Windsor Locks,.....	12	4	1	3	9	1	9							
Total, 11 towns,.....	251	161	17	6	24	205	13	217	3	1	33	1		
NEW HAVEN COUNTY.														
New Haven City,.....	99	64	11	5	13	83	11	83	4		8	4		
Westville,.....	7	4	2	1	1	6		4						
Ansonia,.....	7	2	1		4	2		2						
Branford,.....	6	4		1	5		5							
Derby,.....	37	20		7	35	5	29				8	*	3	6
Guilford,.....	6	3	2				4							
Meriden,.....	21	16	2	3	16	6	15				2	1		
Milford,.....	5	3		1	3	1	3							
Naugatuck,.....	18	13	3	4	13		13				2			
Orange,.....	8	6		1	8		5				5	4		
Waterbury,.....	48	40	1	4	8	35	7	33			2			4
	15	8		4			11							
Total, 10 towns,.....	277	183	22	14	43	210	30	207	4		27	12		10
NEW LONDON COUNTY.														
Bozrah,.....	5	1			5		5							
East Lyme,.....	10	7			10		10	1			4			
Old Lyme,.....	4	1		4			4							
Salem,.....	5	3			5		5							
Voluntown,.....	21	11	2				19							
Total, 5 towns,.....	45	23	2	4		20		43	1		4			
FAIRFIELD COUNTY.														
Bridgeport,.....	512	373	32	14	200	312	18	312	12		18	1	1	
Brookfield,.....	34	21	4	4		26		26				1		
Darien,.....	28	15	2	2		24		24				1		
Greenwich,.....	40	26	6	4		30		30						
Monroe,.....	25	15	4	4		17		17	1					
New Canaan,.....	29	17	2	3		24		24						
New Fairfield,.....	22	15	2	2		18		18						
Norwalk,.....	27	12	2	3		24		24	1			1		
Redding,.....	21	14	1	2		18		18						
Sherman,.....	26	12	2	1		20		20						
Stamford,.....	83	42	14	4	7	58	1	58	4		7	1		
Trumbull,.....	21	17	2	1		18		18						
Total, 12 towns,.....	868	579	73	44	207	589	19	589	18		25	5		2

Arrested, case continued.

TABLE XIV. — ATTENDANCE, 1892-3. — *Concluded.*

TOWNS.	Number of cases of ab- sences investigated.	Number of families visited.	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSE- CUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes.
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.				
WINDHAM COUNTY														
Pomfret,.....	10	6	2	2	8	8	8	8						
Sterling,.....	4	4	4	4	4	4	4	4						
Windham,.....	28	15	2	3	23	23	23	23						
Woodstock,.....	2	1		1	1	1	1	1						
Total, 4 towns,.....	44	26	2	9	35	35	35	35						
LITCHFIELD COUNTY.														
Colebrook,.....	3	2			3	3	3	3						
New Milford,.....	10	5	1		9	9	9	9						
Thomaston,.....	3	1		3										3
Torrington,.....	35	21	5		30	30	30	30	1		1			
Winchester,.....	18	10	2		16	16	16	16			2			1
Total, 5 towns,.....	69	39	8	3	58	58	58	58	1		2	1		4
MIDDLESEX COUNTY.														
Middletown,.....	15	10	1	2	12	12	12	12	3		1			
Chatham,.....	1	1		1	1	1	1	1			1			
Cromwell,.....	3	3		3	3	3	3	3			1			
Essex,.....	16	9	2		13	13	13	13			2	2		
Middlefield,.....	8	4		1	8	8	8	8			2	2		
Old Saybrook,.....	5	2												
Portland,.....	2	2		1	2	2	2	2			1			
Total, 7 towns,.....	50	31	3	4	39	39	39	39	3		8	4		
TOLLAND COUNTY.														
Columbia,.....	2	1		1	1	1	1	1						
Hebron,.....	9	5		1	8	8	8	8	1	1				
Mansfield,.....	3	2		1	2	2	2	2						
Stafford,.....	13	7		4	10	10	10	10	1		2			
Total, 4 towns,.....	27	15		7	21	21	21	21	2	2	2			

SUMMARY BY COUNTIES — 1892-93.

COUNTIES.	Number of towns.	Number cases of absences investigated.	Number of families visited.	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes.
				Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.				
Hartford.....	11	251	161	17	6	24	205	13	217	3	1	33	1		
New Haven.....	10	277	183	22	14	43	210	30	207	4		27	12		10
New London.....	5	45	23	2	4		20		43	1					
Fairfield.....	12	868	579	73	44	207	589	19	589	18		25	5	2	2
Windham.....	4	44	26	2	9	1	35		36						
Litchfield.....	5	69	39	8	3		58	1	58	1		2	1		4
Middlesex.....	7	50	31	3		4	39	5	34	3		8	4		
Tolland.....	4	27	15		1	7	21	2	19	2	1	2			
Total.....	58	1631	1057	127	81	286	1177	76	1203	32	2	101	23	11	16

TABLE XV. — ATTENDANCE, 1893-4.

TOWNS.	Number of cases of absence investigated.	Number of families visited.	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes.
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.				
HARTFORD COUNTY.														
Hartford,	12	12	.....	.....	55	7	2	7	2	.....	.....	.....	.....	.....
Burlington,	2	2	.....	.....	.....	2	.....	2	.....	.....	.....	.....	.....	.....
Canton,	7	4	.....	.....	1	6	.....	6	.....	.....	.....	.....	.....	.....
East Granby,	9	2	.....	.....	.....	9	.....	9	.....	.....	.....	.....	.....	.....
Enfield,	9	7	1	.....	66	6	.....	6	1	.....	.....	.....	.....	.....
Glastonbury,	8	2	.....	.....	28	1	.....	.....	.....	.....	.....	.....	.....	.....
New Britain,	4	3	.....	.....	17	2	1	2	.....	.....	.....	.....	.....	.....
Rocky Hill,	1	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Simsbury,	2	1	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....
Southington,	15	11	.....	1	18	10	.....	10	.....	.....	.....	.....	.....	.....
Windsor,	9	4	1	.....	5	8	.....	8	.....	.....	.....	.....	.....	.....
Total, 11 towns,	78	48	2	1	348	51	3	51	3	.....	.....	.....	.....	.....
NEW HAVEN COUNTY.														
New Haven,	59	47	4	7	227	38	5	41	.....	.....	6	3	.....	.....
Ansonia,	2	1	.....	.....	38	2	2	2	2	2	.....	.....	.....	.....
Derby,	2	1	1	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Guilford,	12	6	2	.....	.....	7	.....	7	.....	.....	.....	.....	.....	.....
Meriden,	3	3	.....	.....	53	3	.....	3	.....	.....	.....	.....	.....	.....
Naugatuck,	23	15	5	3	18	12	.....	12	.....	.....	.....	.....	.....	.....
North Branford,	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....
Orange,	12	7	.....	.....	2	9	.....	9	.....	.....	1	.....	.....	.....
Wallingford,	1	.....	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waterbury,	8	5	.....	.....	130	4	.....	4	.....	.....	.....	.....	.....	.....
Total, 10 towns,	123	86	12	10	497	76	7	79	2	2	8	3	.....	.....
NEW LONDON COUNTY.														
New London,	167	84	11	10	21	51	.....	51	.....	.....	.....	.....	.....	.....
Colchester,	6	4	1	1	.....	4	.....	4	.....	.....	.....	.....	.....	.....
Groton,	5	3	1	.....	.....	4	.....	4	.....	.....	.....	.....	.....	.....
North Stonington,	12	5	2	.....	.....	10	.....	10	2	.....	.....	.....	.....	.....
Old Lyme,	6	3	.....	4	.....	2	.....	6	.....	.....	.....	.....	.....	.....
Stonington,	16	11	2	.....	.....	14	.....	14	.....	.....	.....	.....	.....	.....
Waterford,	10	4	.....	6	.....	4	.....	10	.....	.....	.....	.....	.....	.....
Total, 7 towns,	222	114	17	21	21	89	.....	99	2	.....	.....	.....	.....	.....
FAIRFIELD COUNTY.														
Danbury,	405	273	61	13	34	93	8	93	3	.....	8	4	.....	.....
Easton,	13	9	2	2	5	11	1	11	.....	.....	.....	.....	.....	.....
Huntington,	93	67	6	.....	14	73	5	68	1	1	3	3	.....	.....
Newtown,	57	25	13	5	.....	39	.....	39	.....	.....	.....	1	.....	.....
Ridgefield,	42	22	6	8	.....	28	.....	28	2	.....	.....	.....	.....	.....
Stratford,	52	32	5	8	1	38	.....	38	.....	.....	1	1	.....	.....
Weston,	22	12	.....	5	.....	17	.....	17	.....	.....	.....	.....	.....	.....
Westport,	38	20	4	4	30	30	1	.....	.....	.....	.....	.....	.....	.....
Wilton,	28	15	3	5	.....	20	.....	20	.....	.....	.....	.....	.....	.....
Total, 9 towns,	750	475	100	50	84	349	15	314	6	1	12	9	.....	.....
WINDHAM COUNTY.														
Brooklyn,	7	3	.....	.....	.....	7	.....	7	.....	.....	.....	.....	.....	.....
Killingly,	15	8	2	2	.....	11	.....	11	.....	.....	.....	.....	.....	.....
Plainfield,	68	48	.....	.....	.....	68	.....	68	.....	.....	.....	.....	.....	.....
Sterling,	6	3	.....	2	4	.....	.....	6	.....	.....	.....	.....	.....	.....
Windham,	35	22	4	5	.....	30	.....	30	.....	.....	.....	.....	.....	.....
Total, 5 towns,	131	84	6	9	.....	120	.....	122	.....	.....	.....	.....	.....	.....

TABLE XV.—ATTENDANCE, 1893-4.—*Concluded.*

TOWNS.	Number of cases of absence investigated.	Number of families visited	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.	Number sent to Temporary Homes
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.				
LITCHFIELD COUNTY.														
Bethlehem,.....	2	1				2		2						
Morris,.....	6	3				6		6						
Roxbury,.....	6	3		2		4		6						
Salisbury,.....	12	5	2			10		10			1	1		
Thomaston,.....	6	1		6		4								6
Watertown,.....	18	9	2		16	4		16	1					
Winchester,.....	10	6	1	1		8		9						
Total, 7 towns,.....	60	28	5	9	16	34		49	1		1	1		6
MIDDLESEX COUNTY.														
Middletown,.....										1				
" complete,.....	30	20	1		55	25	1	25			3	3		
Haddam,.....	16	7		2		15		15				2		
Chatham,.....	1	1				1					1	1		
Cromwell,.....	12	8		2		12		12						1
East Haddam,.....	9	6			1	8		8			1	1		
Essex,.....	8	5							1					
Killingworth,.....						8		7			1	1		
Old Saybrook,.....	6	3				4		4						
Portland,.....	14	10			26	11		11						
Westbrook,.....	14	11				11		11	1					
Total, 10 towns,.....	110	71	1	4	82	95	1	93	5	1	6	8		1
TOLLAND COUNTY.														
Tolland,.....	9	5				9		9	1					
Columbia,.....	3	2			1									
Hebron,.....	3	2			4	3	1	1		1				
Willington,.....	4	2			5	4		4						
Total, 4 towns,.....	19	11			10	16	1	14	1	1				

* Arrested.

† Returned.

SUMMARY BY COUNTIES.—1893-94.

COUNTIES.	Number of towns.	Number of cases of absences investigated.	Number of families visited	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Conn. School for Boys.	Number sent to Industrial School.	Number sent to Temporary Homes.
				Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.				
Hartford,.....	11	78	48	2	1	348	51	3	51	3					
New Haven,.....	10	123	86	12	10	497	76	7	79	2	2	8			
New London,.....	7	222	114	17	21	21	89		99	2			3		
Fairfield,.....	9	750	475	100	50	84	349	15	314	6	1	12	9		
Windham,.....	5	131	84	6	9		120		122						
Litchfield,.....	7	60	28	5	9	16	34		49	1		1	1		6
Middlesex,.....	10	110	71	1	4	82	95	1	93	5	1	6	8		1
Tolland,.....	4	19	11			10	16	1	14	1	1				
The State,.....	63	1493	917	143	104	1058	830	27	821	20	5	27	21		7

The following is a summary for the years 1891 to 1894:

	1891-2	1892-3	1893-4
Number of towns visited,	54	58	63
Number of cases of absence investigated, .	1,294	1,631	1,493
Number of families visited,	805	1,057	917
Number absent under legal excuses :			
Mental or physical disability, .	127	127	143
Lack of clothing, .	62	81	104
At work legally, .	107	286	1,058
Total, .	296	494	1,305
Number absent illegally, negligence, etc., .	585	1,117	830
Number absent illegally, at work,	42	76	27
Total, .	627	1,253	857
Number sent to school,	756	1,203	821
Number of prosecutions, parents,	19	32	20
Number of prosecutions, employers,	0	2	5
Total, .	19	34	25
Number of truants, .	72	101	25
Number sent to Connecticut School for Boys,	15	23	21
Number sent to Industrial School,	3	2	0
Number sent to Temporary Homes,	30	16	7

LABOR.

The following tables exhibit in detail the enforcement of the law relating to child labor :

CHILD LABOR, 1891-92.

TOWNS.	ESTABLISHMENTS.		UNDER 13.				CHILDREN 13 TO 14.			
	Visited.	Inspected.	Employed illegally.	Having certificates of age.			Employed.			
				Town Clerk.	Teacher.	Parent.	Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.
HARTFORD COUNTY.										
Hartford,.....	14	13				1	1	11	1	2
Bristol,.....	9	7					10			
East Windsor,.....	9	6				1				
	2	2				1	10	1		
Enfield,.....	3	3			15	5	14	4	1	1
Farmington,.....	2	2		2	29	3	13			
Glastonbury,.....	9	7	2					4		
Manchester,.....	5	4					1	2		2
	1	1								
Manchester,.....	1	1					2	4	2	4
Marlborough,.....	1	1			1	3		1		
New Britain,.....	10	10	1		8	15	11	17	1	2
Plainville,.....	3	3								
Simsbury,.....	1	1	1					1	1	1
Southington,.....	10	10	1			5				
	2	2				4				
Windsor,.....	5	2			3	3	3			
Windsor Locks,.....	4	4			1	1		3		3
Total, 14 towns,...	91	79	5	2	57	42	65	48	6	15
NEW HAVEN COUNTY.										
New Haven,.....	38	30	5	2	5	32	11	23	2	15
	35	29			11	33	8	7	0	4
Ansonia,.....	7	7			5	7		1		1
Branford,.....	4	4			2	5				
Cheshire,.....	2	2						1	1	1
Derby,.....	1	1								
Derby,.....	6	3			7		1	1		
Hamden,.....	1	1			1	1				
Hamden,.....	2	2			4					
Meriden,.....	13	8					2	3	1	1
Milford,.....	2	1								
Naugatuck,.....	1	1								
North Haven,.....	1	1								
Orange,.....	4	3						3		
Seymour,.....	3	3		1	2	3		2		
Wallingford,.....	9	9								
	8	8	3				1	1		1
Waterbury,.....	15	15		1	13	20	10	7		2
	26	23		2	83	44	4	4		2
Total, 14 towns,...	178	151	8	6	133	145	37	53	4	27
NEW LONDON CO.										
New London,.....	5	5								
Norwich,.....	5	5					30			
Colchester,.....	5	5	2							
East Lyme,.....	1	1								
	1	1								
Griswold,.....	3	3								
	3	3					18			
Montville,.....	2	2								
	2	2								
Preston,.....	1	1								
	1	1					5			
Sprague,.....	1	1								
	1	1								
Voluntown,.....	2	2								
	2	2	1				7			
Total, 9 towns,...	32	32	3				60			

TABLE XVI.

PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening Schools?
Non-attendance.	Child labor.	Employed.	Cannot read or write.	Number of hours.	Average weekly wages.				
.....		30			\$2.50				
.....		43		60	5 00	No.	Yes.	No.	Yes.
.....		39		60	4.00	No.	Yes.	No.	No.
.....		37							
.....		45		60	4.00	No.	Yes.	No.	No.
.....		94	1	54	4.15	No.	Yes.	No.	No.
.....		19		60	4.50	No.	Yes.	No.	No.
.....		7		60	4.50	No.	Yes.	No.	No.
.....		75							
.....		81		60		No.	Yes.	No.	No.
.....		6		60	4.00				
.....		179		60	4.70	No.	Yes.	No.	Yes.
.....		9		60	4.65	No.	Yes.	No.	No.
.....		5		60	3.50	No.	Yes.	No.	No.
.....		23	3						
.....		12		60	4.50				
.....		9		60	4.92	No.	Yes.	No.	No.
.....		34	3	60	4.50	No.	Yes.	No.	No.
.....									
.....		747	7						
.....									
.....		282	16	60	\$3.25				
.....		281	13		3.85	No.	Yes.	No.	Yes.
.....		31							
.....		31		60	4.50	No.	Yes.	No.	No.
.....		8		58	4.75	No.	Yes.	No.	No.
.....		3		60	6.25	No.	Yes.	No.	No.
.....		19							
.....		12		60	4.00	No.	Yes.	No.	No.
.....		8		60	4.00	No.	Yes.	No.	No.
.....		81		60	5.00	Yes.	Yes.	No.	No.
.....									
.....		2		60	5.50	No.	Yes.	No.	No.
.....		4		60	3.25	No.	Yes.	No.	No.
.....		12		60	3 75	No.	Yes.	No.	No.
.....		39		60	3.85	No.	Yes.	No.	No.
.....		49			5.00				
.....		30	1	60	4 00	No.	Yes.	No.	No.
.....		188	1		3.75				
.....		261	3	60	4.25	No.	Yes.	No.	Yes.
.....									
.....		1,341	34						
.....									
.....									
.....		62		60	\$5.00	No.	Yes.	No.	No.
.....									
.....		276	39	60	3.50	No.	Yes.	No.	No.
.....	2	37		60	4.50	No.	Yes.	No.	No.
.....		4		60	4.00	No.	Yes.	No.	No.
.....									
.....		126	12	60	4.00	No.	Yes.	Yes.	Yes.
.....		18	4	60	3.50	No.	Yes.	No.	No.
.....									
.....		6		60	4.50	No.	Yes.	No.	No.
.....		5		60	4 00	No.	Yes.	No.	No.
.....									
.....		32	4	60	3.75	No.	Yes.	No	No.
.....									
.....	2	566	59						

CHILD LABOR, 1891-2.

TOWNS.	ESTABLISHMENTS.		UNDER 13.				CHILDREN 13 TO 14.			
	Visited.	Inspected.	Employed illegally.	Having certificates of age.			Employed.			
				Town Clerk.	Teacher.	Parent.	Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.
FAIRFIELD COUNTY.										
Bridgeport,.....	{	39	39							
Danbury,.....		35	35	3			16	3	3	3
Bethel,.....		2	2							
Fairfield,.....	{	1	1							
Greenwich,.....		2	2							
		2	2				3			
Huntington,.....	{	12	12							
Newtown,.....		9	9	1			4			
		2	2							
Norwalk,.....	{	5	5							
Redding,.....		5	5				4			
		1	1							
Stamford,...	{	2	2							
		2	2				1	1		
Westport,.....		3	3				1			
Total, 11 towns,...		122	122	4			29	4	3	3
WINDHAM COUNTY.										
Brooklyn,.....	{	1	1				4			
Killingly,.....		13	13							
		10	10	4			33			
Plainfield,.....	{	4	4							
Putnam,.....		4	4				26			
		5	5				11			
Sterling,.....	{	2	2							
		2	2				6			
Thompson,.....		3	3				5			
Windham,.....	{	5	5							
		4	4				20			
Total, 7 towns,...		53	53	4			105			
LITCHFIELD COUNTY.										
New Hartford,.....	{	5	5				5			
Norfolk,.....		2	2				2			
Plymouth,.....		1	1							
Thomaston,.....	{	1	1				5			
Torrington,.....		1	1				1			
		5	5							
Watertown,.....	{	2	2							
Winchester,.....		5	5							
Total, 7 towns,...		22	22				13			
MIDDLESEX COUNTY.										
Middletown,.....	{	1			1	6	20	6	2	1
		15	14	2	1	10	21	7	4	
Haddam,.....		2	2			6	3	1		
	{	1	1			12	3			
Chatham,.....		3	3						1	

TABLE XVI. — *Continued.*

PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening Schools?
Non-attendance.	Child labor.	Employed.	Cannot read or write.	Number of hours.	Average weekly wages.				
		694	18	59	\$4.00	No.	Yes.	Yes.	Yes.
		10		60	3.50	No.	Yes.	No.	No.
I		2		60	5.00	No.	Yes.	No.	No.
		81		60	4.75	No.	Yes.	Yes.	No.
		133	3	60	4.25	No.	Yes.	No.	No.
		2		60	5.00	No.	Yes.	No.	No.
4		65		60	4.50	No.	Yes.	Yes.	No.
		1		60	5.00	No.	Yes.	No.	No.
		39		60	4.50	No.	Yes.	No.	No.
		8		60	4.00	No.	Yes.	No.	No.
5		1,034	21						
I		55	4	60	\$3.50	No.	Yes.	No.	No.
I		236	17	60	3.75	No.	Yes.	No.	No.
		169	8	60	4.00	No.	Yes.	No.	No.
		117	12	60	3.75	No.	Yes.	No.	No.
		19		60	4.00	No.	Yes.	No.	No.
		124	5	60	4.00	No.	Yes.	No.	No.
I		157	2	59	4.50	No.	Yes.	Yes.	Yes.
3		877	48						
I		90	17	60	\$3.25	No.	Yes.	No.	No.
		8		60	5.50	No.	Yes.	No.	No.
		22		60	3.50	No.	Yes.	No.	No.
		25		60	5.00	No.	Yes.	No.	No.
		25		60	5.00	No.	Yes.	No.	No.
E		20		60	4.00	No.	Yes.	No.	No.
		28		60	4.00	No.	Yes.	No.	No.
3		218	17						
		90		60	\$3.75	No.	Yes.	No.	No.
		93		60					
		8		60	3.75	No.	Yes.	No.	No.
		15		60	3.75	No.	Yes.	No.	No.
		11		60	4.30	No.	Yes.	No.	No.

CHILD LABOR, 1891-2

TOWNS.	ESTABLISH- MENT.		UNDER 13.			CHILDREN 13 TO 14.			
	Visited.	Inspected.	Employed illegally.	Having certificates of age.			Employed.		
				Town Clerk.	Teacher.	Parent.	Having legal certificates.	Having no legal certificates.	In violation of law.
East Haddam,.....	8	7	2	2	2	2	1	1	
Essex,.....	8	6			2	2	1		
Middlefield,.....	4	3				6		2	1
Portland,.....	1	1			1				
Portland,.....	1	1					13	1	
Saybrook,.....	2	1			3				
Saybrook,.....	2	1							
Saybrook,.....	1								
Total, 8 towns,...	49	40	2	4	38	57	33	11	2
TOLLAND COUNTY.									
Columbia,.....	1	1	1					1	
Coventry,.....	6	6					1	1	
Hebron,.....	1	1						1	
Mansfield,.....	8	7					1	3	1
Somers,.....	1	1	2		2				
Stafford,.....	11	9			14	5	4	3	
Vernon,.....	11	11	1	15	10	17	6	1	5
Vernon,.....	13	13	2	41	11	23	4	1	1
Willington,.....	2	2					1		1
Total, 8 towns,...	54	51	1	5	70	28	46	20	8

SUMMARY

COUNTIES.	ESTABLISHMENTS.			UNDER 13.			
	Number of Towns.	Visited.	Inspected.	Employed illegally.	Having certificates of age.		
					Town Clerk.	Teacher.	Parent.
Hartford,.....	14	91	79	5	2	57	42
New Haven,.....	14	178	151	8	6	133	145
New London,.....	9	32	32	3			
Fairfield,.....	11	122	122	4			
Windham,.....	7	53	53	4			
Litchfield,.....	7	22	22				
Middlesex,.....	8	49	40	2	4	38	57
Tolland,.....	8	54	51	1	5	70	28
The State,.....	78	601	550	27	17	298	272

TABLE XVI. — *Concluded.*

PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening Schools?
Non-attendance.	Child labor.	Employed.	Cannot read or write.	Number of hours.	Average weekly wages.				
.....	14	.....	.....	.....	.....	.....	.....	.....
.....	11	.....	60	\$4.00	No.	Yes.	No.	No.
.....	9	.....	60	4.75	No.	Yes.	No.	No.
.....	7	I	60	4.00	No.	Yes.	No.	No.
.....	40	.....	.....	.....	.....	.....	.....	.....
.....	43	.....	60	3.00	No.	Yes.	No.	No.
.....	3	.....	.....	.....	.....	.....	.....	.....
.....	I	.....	60	6.00	No.	Yes.	No.	No.
.....
.....	345	I	.....	.....	.....	.....	.....	.....
.....
.....	I	.....	60	.....	No.	Yes.	No.	No.
.....	11	.....	60	\$5.50	No.	Yes.	No.	No.
.....	2	.....	60	4.50	No.	Yes.	No.	No.
.....	12	.....	60	4.90	No.	Yes.	No.	No.
.....	9	I	60	4.20	No.	Yes.	No.	No.
.....	32	.....	60	4.90	No.	Yes.	No.	No.
.....	139	.....	.....	.....	.....	.....	.....	.....
.....	145	.....	60	4.35	Yes.	Yes.	No.	No.
.....	4	.....	60	5.25	No.	Yes.	No.	No.
.....
.....	355	I	.....	.....	.....	.....	.....	.....

BY COUNTIES.

CHILDREN 13 TO 14.				PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.	
Employed.						Employed.	Cannot read or write.
Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.	Non-attendance.	Child labor.		
65	48	6	15	.....	.....	747	7
37	53	4	27	.....	.....	1,341	34
60	.....	.....	.....	2	.....	566	59
29	4	3	3	5	.....	1,034	21
105	.....	.....	.....	3	.....	877	48
13	.....	.....	.....	3	.....	218	17
33	11	2	3	.....	.....	345	1
46	20	2	8	.....	.....	355	1
.....
388	136	17	56	13	.....	5,483	188

CHILD LABOR, 1892-3.

TOWNS.	ESTABLISH- MENTS.		CHILDREN UNDER 13.				CHILDREN 13 TO 14.			
	Visited.	Inspected.	Employed illegally.	Certificates of Age.			Employed.			
				Town Clerk.	Teacher.	Parent.	Having legal certificate.	Having no legal certificate.	In violation of law.	Discharged to attend school.
HARTFORD COUNTY.										
Hartford,.....	20 8	20 8	8		9 22	9 22	2 4	12 4	2 2	6 2
Bristol,.....	4 3	2 3								
East Windsor,.....	2 1	2 1				5 19	9 4	1 14		
Enfield,.....	1	1								
Farmington,.....	5	5								
Glastonbury,.....	4	4								
Manchester,.....	1	1					2			
Marlborough,.....	1	1			2	3		1		
New Britain,....	30 5	30 5	1		5 4	17 4	6 3	3 5	3 2	3 2
Newington,.....								1		
Plainville,.....	4	4								
Simsbury,.....	2	2								
Southington,....	4	4						2		
Windsor,.....	2	2			3		3			
Windsor Locks,....	4	4	1					1		
Total, 15 towns,...	109	98	11		64	65	43	51	12	16
NEW HAVEN COUNTY.										
New Haven City,....	20 16	20 16	1		20 21	12 17	6 3	1 8	1 1	1 1
Ansonia,.....	9	8			1		2			
Beacon Falls,.....	1	1								
Branford,.....	1	1						1	1	1
Cheshire,.....	1	1								
Derby,.....	4	4			4	1	3			
Meriden,.....	14 17	14 17	3 1		3		3 1	6 4	3 1	3 1
Milford,.....	2	2						1		
Naugatuck,.....	2	2					5			
North Haven,.....	1	1								
Orange,.....	3	2				1		1		
Seymour,.....	3	2			3	13	3			
Wallingford,.....	6 17	2 17	2 1		2 10	2 97	2 66	2 15	2 4	2 1
Waterbury,.....	11 5	11 5	2 5		6 69	11 11	7 7	2 2		3
Total, 14 towns,...	133	126	9	16	218	121	48	28	9	10
NEW LONDON CO.										
New London,.....	3 2	3 2								
Norwich,.....	10 8	10 8					27			
Bozrah,.....	3	3					4			
Colchester,.....	1	1								
East Lyme,.....	1	1								
Griswold,.....	2 1	2 1						6		
Montville,.....	4 4	4 4								
North Stonington,...	1	1					10			
Stonington,.....	4 4	4 4								
Voluntown,.....	4 2	4 2					7 4			
Total, 10 towns,...	50	50					58			

TABLE XVII.

PROSECUTIONS.		CHILDREN 14 TO 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening School?
Non-attendance.	Child Labor Law.	Number employed.	Cannot read nor write.	Number of hours per week.	Average weekly wages.				
.....	2	76	.....	59	\$2.95	Yes.	Yes.	Yes.	Yes.
.....		29	.....	60	4.65	No.	Yes.	No.	No.
.....		15	.....	60	4.05	No.	Yes.	No.	No.
.....		23	.....	60	3.50	No.	Yes.	No.	No.
.....		29	.....	60	4.67	No.	Yes.	No.	No.
.....		83	.....	60	5.00	No.	Yes.	No.	No.
.....		18	.....	60	4.50	No.	Yes.	No.	No.
.....		19	.....	60	4.10	No.	Yes.	No.	Yes.
.....		80	.....	60	4.65	No.	Yes.	No.	No.
.....		3	.....	60	5.20	No.	Yes.	No.	No.
.....		262	3	60	5.00	No.	Yes.	No.	No.
.....		90	1	60	4.70	No.	Yes.	No.	No.
.....		4	.....	60	3.82	Yes.	Yes.	No.	Yes.
.....		1	.....	60	2.64	No.	Yes.	No.	No.
.....		12	.....	60	4.25	No.	Yes.	No.	No.
.....		13	.....	60	4.90	No.	Yes.	No.	No.
.....		55	.....	60	3.65	No.	Yes.	No.	No.
.....		425	9	59	6.25	No.	Yes.	No.	No.
.....		128	.....	54	5.10	No.	Yes.	No.	No.
.....		40	.....	60	4.25	Yes.	Yes.	No.	No.
.....		5	1	60	4.25	No.	Yes.	No.	No.
.....		7	.....	60	3.25	No.	Yes.	No.	No.
.....		3	.....	60	4.15	No.	Yes.	No.	No.
.....		44	.....	60	4.80	No.	Yes.	No.	No.
.....		99	1	60	5.00	Yes.	Yes.	No.	No.
.....		98	.....	54	3.00	No.	Yes.	No.	No.
.....		7	.....	60	4.20	Yes.	No.	No.	No.
.....		19	.....	60	3.00	No.	Yes.	No.	Yes.
.....		4	.....	60	.....	.....	.....	.....	.....
.....		15	.....	60	.....	.....	.....	.....	.....
.....		24	.....	60	.....	.....	.....	.....	.....
.....		25	.....	60	.....	.....	.....	.....	.....
.....		211	.....	60	.....	.....	.....	.....	.....
.....	2	126	1	60	.....	.....	.....	.....	.....
.....		5	.....	60	.....	.....	.....	.....	.....
.....	2	1,285	12	.....	.....	.....	.....	.....	.....
.....		76	.....	60	.....	.....	.....	.....	.....
.....		187	22	60	.....	.....	.....	.....	.....
.....		34	5	60	.....	.....	.....	.....	.....
.....		64	.....	60	.....	.....	.....	.....	.....
.....		4	.....	60	.....	.....	.....	.....	.....
.....		38	2	60	.....	.....	.....	.....	.....
.....		39	8	60	.....	.....	.....	.....	.....
.....		3	.....	60	.....	.....	.....	.....	.....
.....		60	.....	60	.....	.....	.....	.....	.....
.....		12	2	60	.....	.....	.....	.....	.....
.....		517	39	.....	.....	.....	.....	.....	.....

CHILD LABOR, 1892-3.

TOWNS.	ESTABLISHMENTS.		CHILDREN UNDER 13.				CHILDREN 13 TO 14.			
	Visited.	Inspected.	Employed illegally.	Certificates of Age.			Employed.			
				Town Clerk.	Teacher.	Parent.	Having legal certificate.	Having no legal certificate.	In violation of law.	Discharged to attend school.
FAIRFIELD COUNTY.										
Bridgeport,.....	24	17				3	5	8	8	8
Danbury,.....	40	33					19	12	2	2
Greenwich,.....	8	6								
	2	2								
	2	2					1			
Huntington,.....	10	10	1				1			
	9	9	2				5	1	2	2
	3	1								
Norwalk,.....	6	6								
	6	6					3			
Stamford,.....	1	1								
Westport,.....	3	3					1			
Total, 7 towns,...	114	96	3			3	35	11	12	12
WINDHAM COUNTY.										
Brooklyn,.....	1	1					5			
Killingly,.....	11	9					4			
Plainfield,.....	6	6								
	6	6					16			
Putnam,.....	4	4								
	6	6					19			
Sterling,.....	2	2								
Thompson,.....	2	2								
	2	2					16			
Windham,.....	6	6								
	4	4					23			
Total, 7 towns,...	50	48					83			
LITCHFIELD COUNTY.										
New Hartford,.....	1	1								
	1	1					12			
Norfolk,.....	1	1					1			
Plymouth,.....	1	1								
Thomaston,.....	2	2					2			
Torrington,.....	5	5								
	4	4					1	1	1	1
Watertown,.....	2	2					1			
Winchester,.....	5	5								
Total, 7 towns,...	22	22					17	1	1	1
MIDDLESEX COUNTY.										
Middletown,.....	12	11			16	18	5	1	1	1
	2	2		1	21	22	11	2		
Haddam,.....	1	1			5	3				
Chatham,.....	1	1								
	4	4	1		1	1				
East Haddam,.....	8	8			1		4	1		
Essex,.....	3	2								
Middlefield,.....	1	1			1	7				
	2	2				5	2			
Portland,.....	2	2					2	2		
	1	1			2	2	3			
Saybrook,.....	1	1								
Total, 8 towns,...	38	36	1	1	47	58	27	6	1	1

TABLE XVII. — *Continued.*

PROSECUTIONS.		CHILDREN 14 TO 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening School?
Non-attendance.	Child Labor Law.	Number employed.	Cannot read nor write.	Number of hours per week.	Average weekly wages.				
.....	159	I	59	\$3.80	.....	.....	.....	.....
.....	388	4	59	4.00	No.	Yes.	Yes.	Yes.
.....	13	.....	60	3.50	No.	Yes.	No.	No.
.....	61	6	59	5.50	No.	Yes.	Yes.	No.
.....	9	.....	60	3.00	.....	.....	.....	.....
.....	I	68	.....	59	4.50	No.	Yes.	No.	No.
.....	47	.....	59	4.00	No.	Yes.	Yes.	No.
.....	6	.....	60	4.00	No.	Yes.	No.	No.
I	13	6	60	4.00	No.	Yes.	No.	No.
I	I	764	17	.....	.....	.....	.....	.....	.....
.....	48	10	60	\$3.50	No.	Yes.	No.	No.
.....	65	3	60	4.00	No.	Yes.	No.	No.
.....	82	7	60	3.50	No.	Yes.	Yes.	No.
.....	98	6	60	4.00	No.	Yes.	No.	No.
.....	16	.....	60	5.50	No.	Yes.	No.	No.
.....	107	11	60	4.25	No.	Yes.	No.	Yes.
.....	119	5	60	4.00	No.	Yes.	Yes.	Yes.
.....	535	42	.....	.....	.....	.....	.....	.....
.....	74	10	60	\$3.00	No.	Yes.	No.	No.
.....	11	.....	60	4.00	No.	Yes.	No.	No.
.....	12	.....	60	4.00	No.	Yes.	No.	No.
.....	30	.....	60	4.00	No.	Yes.	No.	No.
.....	40	.....	60	5.00	No.	Yes.	No.	No.
.....	13	.....	60	4.25	No.	Yes.	No.	No.
.....	27	.....	60	4.00	No.	Yes.	No.	No.
.....	207	10	.....	.....	.....	.....	.....	.....
.....	74	I	60	\$3.70	No.	Yes.	No.	No.
.....	44	.....	60	3.75	No.	Yes.	No.	No.
.....	14	.....	60	5.10	No.	Yes.	No.	No.
.....	6	.....	60	4.25	No.	Yes.	No.	No.
.....	8	.....	58	5.25	No.	Yes.	No.	No.
.....	12	.....	60	3.62	No.	Yes.	No.	No.
.....	4	I	60	3.75	No.	Yes.	No.	No.
.....	6	.....	60	.....	.....	.....	.....	.....
.....	7	.....	60	.....	.....	.....	.....	.....
.....	18	.....	60	.....	.....	.....	.....	.....
.....	16	.....	60	.....	.....	.....	.....	.....
.....	209	2	.....	.....	.....	.....	.....	.....

CHILD LABOR, 1892-3.

TOWNS.	ESTABLISHMENTS.		CHILDREN UNDER 13.			CHILDREN 13 TO 14.			
	Visited.	Inspected.	Employed illegally.	Certificates of Age.			Employed.		
				Town Clerk.	Teacher.	Parent.	Having legal certificate.	Having no legal certificate.	In violation of law.	Discharged to attend school
TOLLAND COUNTY.									
Bolton,							1	1	1
Columbia,	1	1					1		
Coventry,	6	6					1	1	
Hebron,	5	5					1	1	
Mansfield,	1	1	2					2	2
Somers,	8	7				3		3	
Stafford,	1	1			4	5		3	2
Union,	1	1			2				
Vernon,	10	10			4	7	2	1	
Willington,	9	9	1		13	12	5	1	
Total, 10 towns,	56	55	3		62	40	49	16	5

SUMMARY

COUNTIES.	Number of Towns.	ESTABLISHMENTS.		UNDER 13.			
		Visited.	Inspected.	Employed illegally.	Having Certificates of Age.		
					Town Clerk.	Teacher.	Parent.
Hartford,.....	15	109	98	11	64	65	
New Haven,.....	14	133	126	9	218	121	
New London,.....	10	50	50				
Fairfield,.....	7	114	96	3		3	
Windham,.....	7	50	48				
Litchfield,.....	7	22	22				
Middlesex,.....	8	38	36	1	47	58	
Tolland,.....	8	56	55	3	62	40	
The State,.....	76	572	531	27	17	391	287

TABLE XVII. — *Concluded.*

PROSECUTIONS.		CHILDREN 14 TO 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening School?
Non-attendance.	Child Labor Law.	Number employed.	Cannot read nor write.	Number of hours per week.	Average weekly wages.				
.....	2	.....	60	\$5.00	No.	Yes.	No.	No.
.....	3.50	No.	Yes.	No.	No.
.....	15	.....	60	5.32	Yes.	Yes.	No.	No.
.....	13	.....	.....	.....	.....	.....	.....	.....
I	I	5	.....	60	3.00	No.	Yes.	No.	No.
.....	14	.....	60	4.70	.....	.....	.....	.....
.....	7	.....	.....	.....	.....	.....	.....	.....
.....	9	.....	60	4.80	No.	Yes.	No.	No.
.....
.....	42	1	.....	5.00	No.	Yes.	No.	No.
.....	46	2	60	.....	.....	.....	.....	.....
.....	122	.....	60	4.20	Yes.	Yes.	No.	No.
.....	4	.....	60	5.25	No.	Yes.	No.	No.
I	I	279	3	.....	.....	.....	.....	.....	.....

BY COUNTIES.

CHILDREN 13 TO 14.				PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.	
Employed.				Non-attendance.	Child labor.	Employed.	Cannot read or write.
Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.				
43	51	12	16	.....	2	812	4
48	28	9	10	.....	2	1,285	12
58	.....	.....	.....	.....	.....	517	39
35	11	12	12	I	I	764	17
83	.....	.....	.....	.....	.....	535	42
17	I	I	I	.....	.....	207	10
27	6	I	I	.....	.....	209	2
49	16	5	5	I	I	279	3
360	113	40	45	2	6	4,608	129

CHILD LABOR, 1893-4.

TOWNS.	ESTABLISHMENTS		Children under 13 years of age unlawfully employed.	CERTIFICATES OF AGE.			CHILDREN 13 TO 14.			
	Visited.	Inspected.		Town Clerk.	Teacher.	Parents.	Employed.			
							Having legal certificates.	Having no legal certificate.	In violation of law.	Discharged to attend school.
HARTFORD COUNTY.										
Hartford,.....	27	27	1	.....	.....	56	4	5	.....	.....
Bristol,.....	11	4	.....	.....	.....	.....	.....	2	.....	.....
Canton,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
East Windsor,.....	2	2	.....	.....	5	1	4	2	.....	.....
Enfield,.....	1	1	.....	.....	12	.....	11	.....	.....	.....
Farmington,.....	9	7	.....	.....	.....	.....	.....	.....	.....	.....
Glastonbury,.....	5	4	.....	.....	.....	.....	3	3	.....	.....
Manchester,.....	6	3	.....	.....	.....	.....	.....	1	.....	.....
Marlborough,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
New Britain,.....	19	16	1	.....	5	12	13	2	.....	.....
Plainville,.....	1	1	.....	.....	.....	.....	1	.....	.....	.....
Rocky Hill,.....	1	1	.....	.....	.....	.....	1	.....	.....	.....
Simsbury,.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Southington,.....	4	3	.....	.....	.....	1	.....	.....	.....	.....
Windsor,.....	1	1	.....	.....	1	.....	.....	.....	.....	.....
Windsor Locks,.....	6	5	.....	.....	.....	7	1	1	.....	.....
Total, 16 towns,...	96	77	2	.....	23	77	38	16	.....	.....
NEW HAVEN COUNTY.										
New Haven,.....	40	33	.....	.....	1	2	5	2	.....	.....
Ansonia,.....	8	7	.....	1	11	6	.....	.....	.....	.....
Beacon Falls,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Branford,.....	1	2	.....	.....	.....	.....	.....	1	.....	1
Cheshire,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Derby,.....	4	3	.....	.....	6	1	.....	.....	.....	.....
Hamden,.....	3	3	.....	.....	.....	.....	1	2	.....	2
Meriden,.....	11	7	.....	.....	.....	.....	.....	.....	.....	.....
Milford,.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....
Naugatuck,.....	6	3	.....	.....	.....	.....	.....	.....	.....	.....
North Haven,.....	1	1	.....	.....	.....	.....	.....	1	.....	1
Orange,.....	4	3	.....	.....	.....	.....	.....	3	.....	.....
Seymour,.....	6	5	.....	.....	.....	.....	.....	.....	.....	.....
Wallingford,.....	6	4	.....	.....	.....	.....	.....	.....	.....	.....
Waterbury,.....	19	18	.....	3	46	6	5	6	1	.....
Total, 15 towns,...	115	94	.....	4	64	15	11	15	1	4
NEW LONDON CO.										
New London,.....	{ 3	{ 3	.....	.....	.....	.....	.....	.....	.....	.....
.....	{ 3	{ 3	.....	.....	.....	.....	.....	.....	.....	.....
Norwich,.....	{ 8	{ 8	.....	.....	.....	.....	19	.....	.....	.....
.....	{ 6	{ 6	.....	.....	.....	.....	.....	.....	.....	.....
Bozrah,.....	3	3	.....	.....	.....	.....	1	.....	.....	.....
Griswold,.....	3	3	.....	.....	.....	.....	6	.....	.....	.....
Montville,.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....
North Stonington,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Stonington,.....	5	3	.....	.....	.....	.....	3	.....	.....	.....
Voluntown,.....	4	4	1	.....	.....	.....	2	.....	.....	.....
Total, 8 towns,....	40	38	1	.....	.....	.....	31	.....	.....	.....

TABLE XVIII.

PROSECUTIONS FOR EMPLOYING		CHILDREN 14 TO 16 YEARS OF AGE EMPLOYED.				Have local authorities acted?	School accommodations?	Reading-room?	Evening Schools?
Children under 13 years of age.	Children not hav- ing attended school.	Number.	Cannot read or write.	Number of hours per week.	Average weekly wages.				
.....	46	6	60	\$4.00	No.	Yes.	Yes.	Yes.
.....	15	.....	32 to 60	4.00	No.	Yes.	No.	No.
.....	1	.....	.....	.....	No.	Yes.	No.	No.
.....	22	.....	60	4.00	No.	Yes.	No.	No.
.....	55	6	60	.....	No.	Yes.	No.	No.
.....	7	.....	60	4.40	No.	Yes.	No.	No.
.....	22	.....	60	3.90	No.	Yes.	No.	No.
.....	50	2	60	3.60	No.	Yes.	Yes.	No.
.....	3	.....	60	3.50	No.	Yes.	No.	No.
.....	156	28	45 to 60	4.35	No.	Yes.	No.	Yes.
.....	4	.....	60	3.00	No.	Yes.	No.	No.
.....	2	.....	60	4.50	No.	Yes.	No.	No.
.....
.....	18	.....	48 to 60	4.20	No.	Yes.	No.	No.
.....	5	.....	40 to 60	5.00	No.	Yes.	No.	No.
.....	31	2	60	3.75	No.	Yes.	No.	No.
.....
.....	437	44	.....	.....	.....	.....	.....	.....
.....
.....	220	51	29 to 60	\$3.55	No.	Yes.	No.	Yes.
2	38	5	40 to 60	4.00	Yes.	Yes.	No.	Yes.
.....	15	1	45 to 60	4.50	No.	Yes.	No.	No.
.....	1	.....	54	6.00	No.	Yes.	No.	No.
.....	10	.....	60	4.20	No.	Yes.	No.	No.
.....	2	.....	56	3.60	No.	Yes.	No.	No.
.....	53	9	48 to 60	4.90	Yes.	Yes.	No.	Yes.
.....	5	.....	60	3.50	No.	Yes.	No.	No.
.....	18	.....	48 to 60	4.50	No.	Yes.	No.	No.
.....	1	.....	54	3.00	No.	Yes.	No.	No.
.....	9	.....	48 to 60	4.25	No.	Yes.	No.	No.
.....	4	.....	50 to 60	4.25	No.	Yes.	No.	No.
.....	10	.....	48 to 60	4.15	No.	Yes.	No.	No.
.....	148	.....	40 to 60	4.75	No.	Yes.	No.	Yes.
.....
2	534	66	.....	.....	.....	.....	.....	.....
.....
.....	30	.....	60	\$4.00	No.	Yes.	Yes.	Yes.
.....	160	10	60	3.75	No.	Yes.	Yes.	Yes.
.....	25	.....	60	3.50	No.	Yes.	No.	No.
.....	55	5	60	3.50	No.	Yes.	Yes.	No.
.....	25	7	60	4.25	No.	Yes.	No.	No.
.....	4	.....	60	4.00	No.	Yes.	No.	No.
.....	46	5	58	4.00	No.	Yes.	No.	No.
.....	14	1	60	3.50	No.	Yes.	No.	No.
.....
.....	359	28	.....	.....	.....	.....	.....	.....

CHILD LABOR, 1893-4.

TOWNS.	ESTABLISHMENTS.		Children under 13 years of age unlawfully employed.	CERTIFICATES OF AGE.			CHILDREN 13 TO 14.			
	Visited.	Inspected.		Town Clerk.	Teacher.	Parents.	Employed.			
							Having legal certificates.	Having no legal certificate.	In violation of law.	Discharged to attend school.
FAIRFIELD COUNTY.										
Bridgeport,.....	35	32	1	.....	.....	.....	15	4	4	4
Danbury,.....	12	10	.....	.....	.....	.....	.....	.....	.....	.....
Greenwich,.....	2	2	.....	.....	.....	.....	3	.....	.....	.....
Huntington,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
.....	10	7	.....	.....	.....	.....	5	.....	.....	.....
Norwalk,.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....
.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....
Stamford,.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....
Westport,.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....
Total, 7 towns,....	73	65	1	.....	.....	.....	23	4	4	4
WINDHAM COUNTY.										
Brooklyn,.....	1	1	.....	.....	.....	.....	4	.....	.....	.....
Killingly,.....	10	6	.....	.....	.....	.....	12	.....	.....	.....
Plainfield,.....	6	6	.....	.....	.....	.....	20	.....	.....	.....
Putnam,.....	6	6	.....	.....	.....	.....	19	.....	.....	.....
Thompson,.....	1	1	.....	.....	.....	.....	14	.....	.....	.....
Windham,.....	5	5	.....	.....	.....	.....	31	.....	.....	.....
Total, 6 towns,....	29	25	.....	.....	.....	.....	100	.....	.....	.....
LITCHFIELD COUNTY.										
Colebrook,.....	1	1	.....	.....	.....	.....	6	.....	.....	.....
New Hartford,.....	3	3	.....	.....	.....	.....	10	.....	.....	.....
Norfolk,.....	2	2	.....	.....	.....	.....	5	.....	.....	.....
Plymouth,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Thomaston,.....	1	1	.....	.....	.....	.....	2	.....	.....	.....
Torrington,.....	4	4	.....	.....	.....	.....	1	.....	.....	.....
Watertown,.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....
Winchester,.....	5	5	.....	.....	.....	.....	.....	.....	.....	.....
Total, 8 towns,....	19	19	.....	.....	.....	.....	19	.....	.....	.....
MIDDLESEX COUNTY.										
Middletown,.....	14	12	1	.....	1	2	6	2	.....	1
Haddam,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Chatham,.....	4	3	.....	.....	.....	.....	.....	.....	.....	.....
East Haddam,.....	4	2	.....	.....	.....	.....	.....	.....	.....	.....
Middlefield,.....	1	1	.....	.....	.....	.....	1	.....	.....	.....
Portland,.....	1	1	.....	.....	1	2	4	5	.....	.....
Saybrook,.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....
Total, 7 towns,....	27	21	1	.....	2	4	10	8	.....	1
TOLLAND COUNTY.										
Columbia,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Coventry,.....	8	6	.....	.....	.....	.....	.....	.....	.....	.....
Hebron,.....	2	2	1	.....	.....	.....	.....	.....	.....	.....
Mansfield,.....	1	1	.....	.....	.....	1	2	1	.....	.....
Somers,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Stafford,.....	9	5	.....	.....	4	.....	.....	.....	.....	.....
Vernon,.....	13	13	.....	.....	12	3	15	1	.....	.....
Willington,.....	1	1	.....	.....	.....	.....	.....	1	.....	.....
Total, 8 towns,....	36	30	1	.....	16	4	17	3	.....	.....

TABLE XVIII.—*Continued.*

PROSECUTIONS FOR EMPLOYING		CHILDREN 14 TO 16 YEARS OF AGE EMPLOYED.				Have local authorities acted?	School accommodation?	Reading-room?	Evening Schools?
Children under 13 years of age.	Children not hav- ing attended school.	Number.	Cannot read or write.	Number of hours per week.	Average weekly wages.				
.....	284	6	60	\$3.87½	No.	Yes.	Yes.	Yes.
.....	18	12	60	5.00	Yes.	Yes.	No.	Yes.
.....	34	4	60	4.75	No.	Yes.	Yes.	Yes.
.....	62	6	60	3.75	No.	Yes.	No.	No.
.....	35	.....	58	3.50	No.	Yes.	No.	No.
.....	10	4	60	4.00	No.	Yes.	No.	Yes.
.....	13	.....	60	4.25	No.	Yes.	No.	No.
.....	456	32	.....	.....	.....	.....	.....	.....
.....	35	6	60	\$2.10	No.	Yes.	No.	No.
.....	55	.....	60	3.12	No.	Yes.	No.	No.
.....	94	4	60	4.10	No.	Yes.	No.	No.
.....	90	6	60	3.50	No.	Yes.	No.	No.
.....	82	5	60	3.50	No.	Yes.	No.	No.
.....	66	.....	60	4.00	No.	Yes.	Yes.	Yes.
.....	422	21	.....	.....	.....	.....	.....	.....
.....	8	.....	60	\$3.00	No.	Yes.	No.	No.
.....	85	7	60	2.75	No.	Yes.	No.	No.
.....	6	.....	60	3.00	No.	Yes.	No.	No.
.....	28	.....	60	4.00	No.	.....	.....	.....
.....	30	.....	60	4.50	No.	Yes.	No.	No.
.....	15	.....	60	5.00	No.	.....	.....	.....
.....	28	.....	60	4.00	No.	Yes.	No.	No.
.....	200	7	.....	.....	.....	.....	.....	.....
.....	47	5	48 to 60	\$4.76	No.	Yes.	No.	Yes.
.....	7	.....	60	4.00	No.	Yes.	No.	No.
.....	1	.....	60	5.10	No.	Yes.	No.	No.
.....	1	.....	60	.....	No.	Yes.	No.	No.
.....	5	1	60	3.75	No.	Yes.	No.	No.
.....	17	.....	60	4.75	No.	Yes.	No.	No.
.....	2	.....	60	4.00	No.	Yes.	No.	No.
.....	80	6	.....	.....	.....	.....	.....	.....
.....	1	.....	60	\$3.00	No.	Yes.	No.	No.
.....	4	.....	60	3.70	No.	Yes.	No.	No.
I	4	1	60	3.50	No.	Yes.	No.	No.
.....	4	.....	60	3.50	No.	Yes.	No.	No.
.....	6	.....	60	3.65	No.	Yes.	No.	No.
.....	16	.....	60	4.45	No.	Yes.	No.	No.
.....	92	.....	50 to 60	4.50	Yes.	Yes.	Yes.	Yes.
.....	5	.....	55	4.00	No.	Yes.	No.	No.
I	132	1	.....	.....	.....	.....	.....	.....

CHILD LABOR, 1893 4.

SUMMARY

COUNTIES.	ESTABLISHMENTS.		Children under 13 years of age unlawfully employed.	CERTIFICATES OF AGE.		
	Visited.	Inspected.		Town Clerk.	Teacher.	Parents.
Hartford,.....	96	77	2	.....	23	77
New Haven,.....	115	94	.....	4	64	15
New London,.....	40	38	1	.....	.....	.....
Fairfield,.....	73	65	1	.....	.....	.....
Windham,.....	29	25	.....	.....	.....	.....
Litchfield,.....	19	19	.....	.....	.....	.....
Middlesex,.....	27	21	1	.....	2	4
Tolland,.....	36	30	1	.....	16	4
The State,.....	435	369	6	4	105	100

TABLE XVIII. — *Concluded.*

BY COUNTIES.

CHILDREN 13 TO 14 YEARS OF AGE EMPLOYED.				PROSECUTIONS FOR EMPLOYING		CHILDREN 14 TO 16 YEARS OF AGE EMPLOYED.	
Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.	Children under 13 years of age.	Children not hav- ing attended school.	Number.	Cannot read or write.
38	16					437	44
11	15	1	4	2		534	66
31						359	28
23	4	4	4			456	32
100						422	21
19						200	7
10	8		1			80	6
17	3			1		132	1
249	46	5	9	3	.....	2,620	205

The following is a summary for the years 1891-4:

	1891-2	1892-3	1893-4
Number of towns,	78	76	....
Number of establishments visited,	601	572	435
inspected,	550	531	369
Number employed illegally under 13,	27	27	6
between 13 and 14,	17	40	5
Prosecutions,	13	6	3
From 14 to 16 employed,	5,483	4,608	2,620
Number employed under 16 unable to read and write,	188	129	205

Prosecutions. The following table shows the prosecutions by agents in the years 1892-3 and 1893-4.

TABLE XIX.—PROSECUTIONS DURING THE YEAR ENDING AUGUST 31, 1893.

Town.	Child.	Age.	Nativity.	Offense.	Circumstances of Family.	Days attendance during 12 months.	Court.	Results.
Bloomfield,	Boy	13	Foreign.	Non-attendance.	Comfortable.	40½	Justice of Peace.	Fine \$3 and costs.
Bridgeport,	Girl	9	American.	"	Good.	17½	City.	Discharged.
"	Boy	11	"	"	Comfortable.	17½	"	Nolled.
"	"	13	Foreign.	"	"	33	"	Fine \$3 and costs.
"	"	11	American.	"	"	3	"	"
"	"	8	Foreign.	"	Good.	33	"	Nolled.
"	Girl	9	American.	"	"	....	"	"
"	"	9	"	"	"	22	"	Fine \$1 and costs; appealed to Court of Common Pleas; judgment affirmed; fine and costs \$50.
"	"	9	Foreign.	Irregular attend.	Poor.	77½	"	Judgment suspended.
"	"	13	American.	Non-attendance.	Comfortable.	11	"	Fine \$3 and costs.
"	Boy	13	Foreign.	"	"	23	"	Judgment suspended.
"	"	13	"	"	"	30	"	"
"	Girl	13	"	"	"	....	"	"
"	"	10	"	"	"	5½	"	Fine \$3 and costs.
Derby,	Boy	9	American.	Hab. truancy.	Comfortable; own mother dead.	....	"	Judgment suspended.
"	Girl	13	Foreign.	Non-attendance and neglect.	Poor; father dead; mother drinks.	....	Borough.	Com. to Comm. School for Boys.
"	Boy	11	"	Non-attendance and neglect.	"	41	"	"
"	Girl	10	"	Non-attendance and neglect.	"	10	"	"
"	"	8	"	Non-attendance and neglect.	"	5	"	"
"	Boy	11	American.	Non-attendance and cruelty.	Comfortable; own mother dead.	21½	"	"
"	"	8	"	Non-attendance and cruelty.	Own mother dead.	18	"	"
"	"	12	Foreign.	Hab. truancy.	Comfortable.	80	"	" Conn. School for Boys.
East Lyme,	"	12	American.	Truancy.	Comfortable; father dead.	123	"	Discharged.
Essex,	"	12	"	Non-attendance.	Good; boy kept home to work.	56	Justice of Peace.	Guardian paid fine and cost 16, 40
"	"	11	Foreign.	Hab. truancy.	Poor and shiftless.	409	"	Com. to Comm. School for Boys.
"	"	12	"	"	Comfortable.	42	"	Judgment suspended.
Hartford,	"	12	"	Unlaw'l employ. child under 13 years of age.	Doubtful.	....	City.	Fine \$20 and costs.
"	Girl	11	"	Unlaw'l employ. child under 13 years of age.	"	....	"	"

PROSECUTIONS.

67

Hebron,.....	Girl	13	Foreign.	Unlawful emp.	Comfortable.		7½	Justice of Peace.	Four cases settled by pay- ment of costs, \$28.95.
"	Boy	11	American.	"	"		34½	"	"
"	"	11	"	"	"		84	"	"
"	"	13	"	Non-attendance.	"		...	"	Fine \$1 and costs.
"	"	11	"	"	"		35½	"	"
Huntington,....	"	13	"	Unlawful emp.	"		...	"	"
"	"	10	"	"	"		...	"	"
"	"	10	"	"	"		131	"	"
Meriden,.....	"	15	Foreign.	Truancy and incorrigibility.	"		131	City.	Committed to Conn. School for Boys.
"	"	10	American.	Truancy and incorrigibility.	"		...	Justice of Peace.	Judgment suspended.
Middlefield,....	"	11	Foreign.	Truancy and incorrigibility.	"		77½	"	"
"	"	11	"	Truancy and incorrigibility.	"		84½	"	Committed to Conn. School for Boys.
Middletown,...	"	13	"	Non-attendance.	"		60½	"	Fine \$5 and costs.
"	"	13	"	"	"		...	"	"
"	"	12	"	"	"		98	"	Judgment suspended.
New Britain,...	Girl	11	"	"	"		50	City.	"
New Haven,...	Boy	13	American.	Hab. truancy.	Poor.		58	"	Fine \$5 and costs.
"	"	13	American.	Non-attendance.	"		19	"	"
"	"	12	Colored.	"	Good; but mother inefficient.		60	"	"
Norwalk,.....	"	12	Foreign.	Hab. truancy.	Poor.		...	Justice of Peace.	Com. to Conn. School for Boys.
"	"	13	Foreign.	Truancy.	Dissipated.		86	"	Judgment suspended.
"	"	12	American.	Neglect.	Good; boy deceived parents.		81	"	Com. to Conn. School for Boys.
"	"	9	"	"	Poor; father sick.		127	"	Committed to County Home.
"	"	7	"	"	"		131	"	"
Orange,.....	"	14	Foreign.	Truancy and incorrigibility.	"		22	"	Committed to Conn. School for Boys.
"	"	12	"	Truancy and incorrigibility.	"		26	"	Committed to Conn. School for Boys.
"	"	12	"	Truancy.	"		101	"	Judgment suspended.
"	"	11	American.	"	Comfortable.		50	"	Com. to Conn. School for Boys.
Southington,...	Girl	12	Foreign.	Non-attendance.	Good; kept home to work.		...	"	Father paid fine and costs \$14.95
Stafford,.....	"	12	"	"	Good.		80	Town.	"
Stamford,.....	"	10	Colored.	"	"		25	Borough.	Fine \$5 and costs.
"	Boy	12	Foreign.	"	"		1	"	"
"	"	10	American.	"	Poor.		54½	"	"
"	"	12	Foreign.	"	Comfortable.		34½	"	"
"	"	12	American.	Hab. truancy.	Father dead; mother unable to control him.		32½	"	Judgment suspended.
Stratford,.....	"	14	American.	Incorrigibility.	"		45	"	"
"	"	9	Foreign.	Neglect.	"		...	Committed to Conn. School for Boys.	"
Thomaston,....	"	8	"	"	Father dead; mother poor.		...	Judge of Probate.	Committed to County Home.
"	"	5	"	"	"		...	"	"
Torrington,....	Girl	10	"	"	"		...	"	"
"	Boy	12	"	Non-attendance.	Good.		42	Justice of Peace.	Judgment suspended.
Waterbury,....	"	12	American.	Truancy.	Neglected by parents.		38	"	Com. to Conn. School for Boys.
"	"	11	"	Non-attendance.	Unlawful employment.		...	City.	Employer fined \$25 and costs.
"	"	...	"	"	"		...	"	"

PROSECUTIONS DURING THE YEAR ENDING AUGUST 31, 1893.—Continued.

Town.	Child.	Age.	Nativity.	Offense.	Circumstances of Family.	Days attendance during 12 months.	Court.	Results.
Waterbury,	Boy	11	American.	Non-attendance.	Mother dead; father unable to care for children.	....	City.	Committed to County Home.
"	Girl	13	"	"	Mother dead; father unable to care for children.	....	"	"
"	"	8	"	"	Mother dead; father unable to care for children.	....	"	"
"	"	6	"	"	Mother dead; father unable to care for children.	....	"	"
Westport,	"	14	Foreign.	"	Poor; no good reason.	....	Justice of Peace.	} Father paid fine and cost, \$7.31.
"	"	11	"	"	"	....	"
"	"	8	"	"	"	....	"
"	"	"	"	"	"	"	

TABLE XX.—PROSECUTIONS DURING THE YEAR ENDING AUGUST 31, 1894.

Town.	Child.	Age.	Nativity.	Offense.	Circumstances of Family.	Days attendance during 12 months.	Court.	Results.
Ansonia, .....	.....	11	American.	Letting out child for unlawful exhibition. Gen. Stat., Sec. 1417. School Laws, Sec. 279.	Apparently comfortable.	.....	Borough.	Fine \$10 and costs.
" .....	.....	9	"	Employing child unlawfully in exhibition.	"	.....	"	"
" .....	.....	11	"	"	"	.....	"	Fine \$30 and costs, appealed; fine and costs made \$50.
Chatham, .....	.....	9	"	Truancy.	"	.....	"	"
Cromwell,	Boy	13	Foreign.	Neglect to cause child to attend school.	Poor; intemperate; shiftless.	110	Justice of Peace.	Com. to Conn. School for Boys.
" .....	.....	13	"	"	"	30	"	Fine \$1.
East Haddam, .....	.....	12	American.	Truancy.	Poor; negligent.	87	"	Fine \$1.
" .....	.....	14	"	Neglect to cause child to attend school.	Poor; intemperate; shiftless.	18	"	Fine \$18 and costs; committed [to jail]
Enfield,	Boy	14	"	Truancy.	Comfortable.	18	"	Com. to Conn. School for Boys.
" .....	.....	13	"	Neglect to cause child to attend school.	"	28½	"	Fine \$20 and costs.
Essex,	Boy	13	"	Truancy.	Poor.	41	"	Com. to Conn. School for Boys.
" .....	.....	12	"	Neglect to cause child to attend school.	Comfortable.	15½	"	Fine \$1 and costs.
Hartford, .....	.....	10	"	"	"	.....	City Court.	Nolled on promise with surety to send the child to school.
" .....	.....	13	Foreign.	"	Poor; father been out of work; boy sold papers.	.....	"	"
Hebron, .....	.....	11	American.	Employing child under 13 years of age in store.	Employer's, good; parent comfortable.	82	Justice of Peace.	Nolled on payment of costs, \$19.
" .....	.....	13	"	Truancy.	Poor.	.....	Borough Court.	Com. to Conn. School for Boys.
Huntington,	Boy	14	Foreign.	"	Comfortable.	95	"	Judgment suspended.
Manchester,	"	12	"	"	Father in good circumstances.	138	Justice of Peace.	Sentenced to Conn. School for Boys.
"	"	14	Scotch.	"	"	54	"	"

PROSECUTIONS DURING THE YEAR ENDING AUGUST 31, 1894.—Continued.

Town.	Child.	Age.	Nativity.	Offense.	Circumstances of Family.	Days attendance during 12 months.	Court.	Results.
Middletown, .....	.....	13	Scotch.	Unlawful employment; child not having attended school (90 days.	Employer's, good; child was from County Home.	55	City Court.	Fine \$10 and costs.
"	.....	10	American.	Neglect to cause child to attend school.	Poor; shiftless.	19	"	Judgment suspended.
"	Boy	12	Foreign.	Truancy & theft.	Poor, but comfortable.	80½	"	"
"	"	11	"	"	"	84½	"	"
Monroe,	"	12	American.	Non-attendance.	Good; no good reason.	120	"	"
New Haven,	"	9	"	Truancy.	Poor.	102	Justice of Peace.	Father fined \$7 and costs; appealed.
"	"	14	"	"	Comfortable.	24½	"	Com. to Conn. School for Boys.
"	"	14	"	"	Poor.	.....	"	"
Newtown,	"	13	Irish.	"	Father dead; mother unable to control him.	40	"	"
No. Stonington,	"	13	American.	Non-attendance.	Comfortable.	35	"	[rolled on good attendance.
"	"	9	"	"	"	35	"	Case adjourned and, finally
"	Girl	8	"	"	"	35	"	"
"	"	10	"	"	Poor, and careless in regard to attendance.	15	"	"
"	"	8	"	"	"	15	"	"
Salisbury,	Boy	13	Irish.	Truancy.	Good.	30	"	"
Thomaston,	Girl	12	"	Non-attendance and neglect.	Father deserted his family.	.....	Judge of Probate.	Com. to Conn. School for Boys. Committed to County Home.
"	Boy	10	"	"	"	.....	"	"
"	Girl	8	"	"	"	.....	"	"
"	Boy	6	"	"	"	.....	"	"
"	"	5	"	"	"	.....	"	"
Tolland, .....	.....	13	"	Neglect to cause child to attend school.	Comfortable.	22½	Justice of Peace.	Fine \$5 and costs.
"	Non-attendance.	"	"	"	"	"	"	"
Waterbury,	Boy	15	"	"	Poor and dissipated.	.....	City Court.	[rolled on good attendance.
"	"	10	"	"	"	No	"	Case adjourned and, finally
"	Girl	12	"	"	"	80	"	"
"	"	8	"	"	"	No	"	"
Watertown,	Boy	11	American.	"	Good; no good reason.	104	Justice of Peace.	Father paid fine & costs, \$14.05.
Westbrook,	"	9	"	"	"	.....	"	Fine \$3 and costs.

The following reports of Mr. Giles Potter contain matter of much interest.

TO MR. CHARLES D. HINE,

Secretary of State Board of Education :

SIR : — I herewith hand you a report of my services as agent of the Board during the year ending August 31, 1892, in 58 towns in the State.

In 46 of these towns all the establishments where it was supposed children under sixteen years of age might be employed were inspected. Some of the towns were visited only for the purpose of inspecting schoolhouses or to get information concerning some private schools. But in 35 towns my attention was chiefly directed to the attendance at schools, causing those who had been absent to attend and correcting the irregularity in the attendance of others.

The numbers given in the following table are not intended to show the entire number of cases of neglect on the part of parents or of truancy on the part of children in the towns named, but the numbers only of those which received attention.

The town of Stamford, however, may be regarded as an exception, as it was intended to make a thorough examination of that town as a part of the proposed canvass of Fairfield County.

The numbers given as unlawfully absent from school are intended to show the numbers of those whose absence or irregularity in attendance is not excusable for causes named in the statute — mental or physical condition, want of clothing, and employment for those over fourteen years of age and for those under fourteen who had attended school twelve or twenty-four weeks of the preceding twelve months. These numbers may not be strictly correct, as it is not easy to determine in every case how much account should be made of these excuses.

The numbers given as unlawfully employed include not only those employed in manufacturing, mechanical, and mercantile establishments, but all children employed in any occupation without having complied with the laws concerning attendance at school. But thirteen children under thirteen years of age and fourteen over thirteen but under fourteen years of age who have not attended school sixty days in the preceding twelve months,

were found employed in manufacturing, mechanical, and mercantile establishments. Five of the former class were found in stores on the inspection the first week in September, 1891, when the schools were not in session. They had been employed during a few weeks in vacation only, intending to return to school, as they did, when the schools opened. The attention of employers was directed to the reading of the law which does not permit such employment. The other cases of violation of law in employing children of this class were owing to mistakes of some inexperienced overseer or contractor or to a false statement by the child or his parent. Most of the cases of unlawful employment of children from thirteen to fourteen years of age were caused by continuing the employment beyond the time allowed by the proper certificates of school attendance. The fact that the employers had such certificates showed that they had regarded the law. Considering these circumstances, while I reported some of these cases to prosecuting officers, I did not urge the prosecution of any. All the children found to be unlawfully employed were promptly discharged and sent to school.

During the year I caused the prosecution of fourteen parents for not causing their children to attend school. In seven of these cases the parents, by false statements of age, had caused their children to be unlawfully employed. In the other cases the parents, after being admonished and informed of the law, had continued their neglect.

Of eleven boys arrested on Reform School complaints nine were committed as incorrigible, having after admonition neglected and refused to attend school. One girl was committed to the Industrial School, her tendencies and home influence being such that her attendance at school, even if secured, would be of no benefit unless she was under proper restraint and moral influence.

Of the twenty-eight children committed to Temporary County Homes, some were under eight years of age, but it was thought best to provide in that way for the entire families. The children could not attend school, destitute as they were of clothing, food, and proper care.

TABLE SHOWING WORK AND RESULTS IN TOWNS VISITED,
YEAR 1891-2.

Number.	TOWNS.	Cases investigated.	Visits to schools.	Visits to families.	Visits to factories and stores.	LAWFULLY ABSENT FROM SCHOOL.			Unlawfully absent from school.	Unlawfully employed.	Sent to school.	PROSECUTIONS		Truants.	Sent to Reform School.	Sent to Industrial School.	Sent to County Homes.	Schoolhouses inspected.	Error in name.	Error in age.	Moved.
						Disability.	Want of clothing.	At work.				Of parents.	Of employers.								
1	Ansonia,.....	27	6	14	11	2	3	2	11	3	11	1	...	21	1	...	...	...	...	...	...
2	Bethany,.....	2	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	Bloomfield,....	6	1	3	...	...	...	...	3	...	3	...	...	...	...	...	...	...	...	...	...
4	Branford,.....	7	9	5	2	1	2	...	4	1	4	...	...	1	...	...	...	9	...	...	...
5	Bridgeport,....	19	3	13	2	2	1	1	12	5	5	...	...	1	...	...	...	...	...	...	...
6	Bristol,.....	...	...	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	Chatham,.....	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	Cheshire,.....	6	...	1	1	...	...	...	6	...	6	...	...	...	...	...	...	...	...	...	...
9	Columbia,.....	2	1	2	1	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...
10	Coventry,.....	...	...	...	6	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...
11	Derby,.....	19	3	14	7	4	...	1	13	...	12	...	...	...	...	...	...	...	...	...	2
12	Durham,.....	19	3	8	...	...	...	...	15	...	15	...	...	...	...	...	...	...	...	...	...
13	East Granby,...	13	1	6	...	...	...	...	9	...	10	...	...	...	...	...	...	...	...	...	...
14	East Haddam,...	...	...	...	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	East Hartford,...	15	3	9	...	...	1	...	12	1	12	...	...	1	...	...	...	...	...	...	...
16	East Windsor,...	28	3	16	5	1	...	1	21	3	21	...	...	1	...	...	...	...	...	...	...
17	Enfield,.....	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	Essex,.....	9	4	6	4	...	...	...	5	2	6	...	...	1	1	...	...	...	...	...	...
19	Farmington,...	...	...	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	Guilford,.....	2	5	...	...	...	...	...	2	...	2	...	...	...	...	...	...	...	...	...	...
21	Glastonbury,...	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	Haddam,.....	6	2	4	3	...	...	...	6	...	5	...	...	...	...	...	4	...	...	...	...
23	Hamden,.....	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24	Hartford,.....	45	8	30	23	8	...	5	30	...	30	1	...	8	3	3	...	...	...	...	1
25	Hebron,.....	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
26	Madison,.....	3	14	2	...	1	...	...	2	...	3	...	...	...	...	...	...	14	...	...	...
27	Manchester,...	72	7	50	2	5	1	12	29	2	29	...	...	1	...	...	...	...	...	...	...
28	Mansfield,....	...	...	...	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	Marlborough,...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	Meriden,.....	...	...	...	13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
31	Middlefield,...	12	4	8	1	2	...	...	8	...	8	...	...	2	...	...	...	...	...	...	...
32	Middletown,...	31	11	21	16	5	...	3	14	7	14	2	...	2	...	...	...	...	...	...	...
33	Milford,.....	20	4	14	2	3	2	2	10	...	12	...	...	1	1	...	4	...	...	...	2
34	Naugatuck,....	3	1	1	1	...	1	...	2	...	2	...	...	...	...	...	...	...	...	...	...
35	New Britain,...	37	6	21	10	2	2	9	18	2	21	1	...	7	1	...	4	...	...	...	1
36	New Haven,...	109	28	79	73	13	4	20	68	5	74	2	...	11	...	...	...	...	...	...	...
37	North Branford,...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...	1	4
38	North Haven,...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
39	Norwalk,.....	1	7	1	...	...	...	...	1	...	1	...	...	1	...	...	...	...	...	...	...
40	Old Saybrook,...	4	2	2	...	...	...	...	2	...	2	...	...	...	...	...	...	...	...	...	...
41	Orange,.....	14	4	5	4	1	3	1	8	...	8	...	...	...	...	...	10	...	...	...	2
42	Plainville,....	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	Portland,.....	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
44	Saybrook,.....	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
45	Seymour,.....	5	1	4	3	...	...	...	5	...	...	1	...	2	...	...	...	...	...	...	...
46	Simsbury,....	13	1	5	1	1	...	1	10	2	10	2	...	...	...	...	...	...	...	...	1
47	Somers,.....	2	1	1	1	...	...	...	2	...	3	...	...	...	...	...	...	...	...	...	...
48	Southington,...	19	6	9	12	1	4	...	16	1	13	...	...	1	...	...	...	...	...	...	...
49	Stafford,.....	...	...	...	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
50	Stamford,.....	372	25	234	2	30	27	42	177	5	128	4	...	20	1	1	12	11	...	...	28
51	Vernon,.....	11	3	4	24	...	...	...	7	...	8	...	...	...	...	...	...	...	...	...	3
52	Wallingford,...	18	14	13	17	1	...	1	15	2	15	...	...	...	...	...	14	...	...	...	...
53	Waterbury,....	20	4	17	41	6	2	...	16	...	16	...	...	...	...	...	...	...	...	...	...
54	Willington,...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
55	Wilton,.....	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
56	Windsor,.....	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
57	Windsor Locks,...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
58	Woodbridge,...	3	6	2	...	1	...	1	1	...	1	...	...	...	...	...	6	...	...	...	...
Totals,.....		994	213	623	376	90	53	103	561	42	511	14	...	63	11	1	28	81	1	1	45

* Judgment suspended.

One of the most serious obstacles met with during the past year in the way of enforcing the laws concerning the employment of children and their attendance at school has been the false statements concerning the ages of the children by the children and their parents. This is a serious matter, not only because it is an evasion of law and deprives the children of the advantage they might derive from the schools but on account of the moral effect on the children. Thus, at their first early entrance on the business of life, they are taught that lying and contempt of law are necessary to success.

Perhaps this difficulty can be overcome in part by a provision like that in the law of Massachusetts, requiring all children employed under sixteen years of age to have certificates of age and school attendance from the superintendent of schools in the town where they reside or are employed. But even under such a provision much depends on the statements of parents and children.

Conditions of employment might be based on attainments in the studies of the schools rather than on age and time of attendance. But there are objections to such a system which need to be carefully considered.

However, in the administration of our laws as they now are false statements of age can often be detected and punished. In most cases reference can be made to the school records, and often to the town records of births. It was in this way that the false statements of the parents in the seven cases mentioned above were detected and punished.

Fortunately, we are not entirely dependent on the inspection of places of employment for knowledge of cases of violation of the law. Examination of the lists of children enumerated for State money, and the school registers indicate what children are absent from school, and inquiries at their homes reveal the cause of the absence, whether it is unlawful employment, carelessness of the parents, or truancy of the children.

By this means not only are the courses of the delinquencies ascertained, but the proper remedies are applied.

GILES POTTER. 4

New Haven, September 1, 1892.

TO MR. CHARLES D. HINE,

Secretary of State Board of Education :

SIR : — The following is a brief report of my work as agent of the board during the twelve months ending August 31, 1893.

TABLE SHOWING WORK AND RESULTS IN 54 TOWNS.

TOWNS.	Cases investigated.	Visits to schools.	Visits to families.	LAWFULLY ABSENT FROM SCHOOL.			Unlawfully absent from school.	Unlawfully employed.	Sent to school.	PROSECUTIONS.			Sent to Reform School.	Sent to Industrial School.	Sent to County Homes.	
				Disability.	Want of clothing.	At work.				Of parents.	Of employ-ers.	Truants.				
1 Ansonia,	7	2	2	9	1	...	4	2	...	2	...	...	...	...	...
2 Beacon Falls,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
3 Bethel,	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...
4 Bloomfield,	17	2	9	...	2	...	1	14	...	14	1	...	...	...	...
5 Branford,	6	3	4	1	...	...	1	5	...	5	...	...	...	...	...
6 Bridgeport,	512	64	373	24	32	14	200	312	18	312	12	...	18	1	1	
7 Bristol,	...	...	...	7	...	...	...	1	1	1	...	...	...	...	...
8 Chatham,	1	1	1	5	...	...	...	...	...	...	...	...	...	...	...
9 Cheshire,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
10 Columbia,	2	1	1	2	...	...	...	1	1	1	...	...	...	...	...
11 Coventry,	...	...	...	11	...	...	...	...	...	...	...	...	...	...	...
12 Cromwell,	3	1	3	...	...	...	...	...	...	...	...	...	...	...	...
13 Derby,	37	7	20	4	...	...	7	35	5	29	...	8	3	...	6
14 East Granby,	6	1	2	...	...	...	4	...	4	...	...	...	...	...	...
15 East Haddam,	...	...	...	8	...	...	...	...	...	...	...	...	...	...	...
16 East Hartford,	27	6	16	...	1	...	5	21	...	21	...	3	...	...	...
17 Easton,	6	1	4	...	...	...	1	6	1	6	...	...	...	...	...
18 East Windsor,	...	...	...	2	...	...	1	...	...	...	...	...	...	...	...
19 Enfield,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
20 Essex,	16	4	9	3	2	...	13	...	8	...	2	2	...	...	...
21 Fairfield,	4	2	2	...	...	...	4	1	4	...	...	...	...	...	...
22 Farmington,	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...
23 Guilford,	6	2	3	...	2	...	4	...	4	...	...	...	...	...	...
24 Haddam,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
25 Hartford,	61	13	47	37	2	...	10	54	7	54	...	2	...	...	...
26 Hebron,	9	4	5	1	...	...	4	8	4	8	2	4	...	...	...
27 Huntington,	58	7	45	3	2	...	14	42	4	42	1	1	3	...	...
28 Manchester,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
29 Mansfield,	3	1	2	9	...	...	1	2	2	2	...	...	...	...	...
30 Marlborough,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
31 Meriden,	21	7	16	31	2	...	3	16	6	15	...	2	1	...	...
32 Middlefield,	8	3	4	3	...	...	1	8	...	7	...	2	2	...	...
33 Middletown,	15	6	10	14	1	...	2	12	4	12	3	1	...	...	...
34 Milford,	5	2	3	2	...	...	1	3	1	3	...	1	...	...	...
35 Naugatuck,	18	4	13	2	3	...	4	13	...	13	...	2	...	...	...
36 New Britain,	43	8	32	35	5	1	4	43	4	43	...	19	1	...	...
37 New Haven,	106	25	68	36	13	6	14	89	11	89	3	...	8	1	...	
38 North Haven,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
39 Orange,	8	4	6	3	...	...	1	8	...	5	...	5	4	...	...
40 Plainville,	6	1	5	4	...	...	...	6	...	4	...	2	...	...	...
41 Portland,	2	1	2	3	...	...	1	2	...	2	...	1	...	...	...
42 Saybrook,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
43 Seymour,	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...
44 Simsbury,	8	1	3	2	...	...	1	5	...	3	...	...	...	...	...
45 Somers,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
46 Southington,	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...
47 Stafford,	13	5	7	19	...	...	4	10	2	9	1	2	...	...	...
48 Stamford,	83	7	42	...	14	4	7	58	1	58	4	7	1	...	...
49 Vernon,	...	...	...	11	...	...	...	...	...	...	...	...	...	...	...
50 Wallingford,	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...
51 Waterbury,	48	7	40	28	1	4	8	35	7	33	...	2	...	...	...
52 Willington,	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...
53 Windsor,	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...
54 Windsor Locks,	12	2	4	4	1	3	3	9	1	9	...	...	...	...	...
	1178	205	804	354	84	32	299	845	81	822	27	7	88	*16	1	6

* In 7 of these cases judgment was suspended.

One only of the above-named towns was completely canvassed during the year. Some school districts were also canvassed, but most of the towns named above were visited for the purpose of inspecting factories and other places where children are employed or of attending to some cases of non-attendance or irregularity in attendance at school, indicated by official reports or by complaints of persons interested in the schools. But usually, in such cases, the entire district was canvassed, and the parents of all children who seemed to be absent from school without lawful cause were visited.

The plan of work — inspecting places of employment, ascertaining the facts concerning neglect on the part of parents and truancy, and personal interviews with the delinquents — was about the same as that pursued in former years. There does not seem to be any substitute for personal examinations of records of school attendance and visits to the homes of neglected and truant children. Legal prosecutions were made when it seemed that other means had failed.

My work in Bridgeport was undertaken as a part of the canvass of Fairfield County. In this canvass the usual comparison of the enumeration lists and registers of the public and parochial schools showed a large number of apparent delinquencies to be accounted for by visits to homes or otherwise. In addition to these cases a large number were indicated by the city truant officer, and such cases being constantly reported, my work was necessarily protracted.

On my first visit during the year, to this city, Superintendent Bouton handed me a list of names of forty-one children over eight and under sixteen years of age, who had been absent from school for a long time on account of failure to comply with the rule of their board of education concerning vaccination. With the truant officer I at once visited the parents of these children. It was found that some had already had their children vaccinated, and others promised to do so without further delay. But a few parents refused to have their children vaccinated, and while excluded from the public schools, were not providing for their education anywhere, and refused to make any such provision. Three of these parents were arrested on complaints for failure to cause their children to attend school. The cases came before the Deputy Judge of the City Court, who discharged the defendant in the first case. The other two cases were then nolleed on

promise of the defendants that they would have their children vaccinated and send them to school.

About a month later the parent who had been discharged was again arrested with two others, for repetition of the same offense — failing to cause their children to attend school during the four weeks following the former arrest. The case was tried by another judge, who found the defendant guilty and imposed a fine of one dollar with costs. An appeal was taken to the Court of Common Pleas, where the case was heard by a jury and the judgment of the City Court was affirmed. The judge, in his charge to the jury, stated what the law requires, — that the parent, or other person having control of a child, shall cause the child to attend a public day school or be elsewhere instructed. If the parent would have his child attend the public school, he must conform to the lawful rules of the school, which, in this case, require vaccination of the child as provided by the law of the State. If he did not choose to do this, he must have his child instructed elsewhere (which he admitted he had not done).

The other two cases brought before the City Court were nolle, on its being shown by one of the parents that he had had his child vaccinated, and the promise of the other that he would do so without further delay.

The important point in this case is, not that parents must have their children vaccinated, but that, if they would send them to the public schools they must conform to lawful rules made by boards of education or school visitors; and that dislike of such rules does not excuse their failure to cause their children to attend school or to be elsewhere instructed as the law requires.

Soon after the opening of the schools in the fall of 1892, my attention was directed to the employment of children in a large manufacturing city, by a report that it had been stated in a public meeting by a prominent citizen, that the law concerning the employment of children was a dead letter there. All the manufacturing establishments in that city, as well as those in other cities and towns in the State, had been frequently inspected, as our custom is, with reference to children employed, without recently detecting any gross violation of law or any disposition whatever, on the part of employers, to evade its provisions. However, I at once visited all the manufacturing establishments and other places in that city where it was at all probable that children could be employed. Thirty such establishments and

places were visited and carefully examined. Every young person employed whose appearance at all indicated that he or she might be under *sixteen* years of age, was questioned, not only as to his age, but regarding previous school attendance. In any cases of doubt, the ages of the children, as stated, were compared with school registers or records of birth, when such records could be found. Teachers were also consulted concerning any scholar who had recently left school.

In this canvass, no child under thirteen years of age was found employed in any manufacturing, mercantile, or mechanical establishment, unless a telegraph office is regarded as such establishment, one boy under that age having been found employed as message boy. The employment of this boy was a violation of law, as he had not attended school sixty days in the preceding twelve months. Fifteen children between thirteen and fourteen years of age were found employed. Three of this number had not attended school sixty days in the preceding twelve months. They had been lawfully employed at first, but the time had expired when they should have returned to school. Certificates of school attendance, and, in doubtful cases, certificates of age, required and held by employers, showed that they intended to regard strictly the laws concerning the employment of children.

The number of children over fourteen and under sixteen years of age found employed here was 262. It was in cases of doubt concerning the ages of some of this number that school registers and records of birth were consulted as above stated. The law seems to make it desirable, though not compulsory, that employers have certificates of age in such cases.

The above statement concerning disregard of the law by employers, is one of many which are often made with as little foundation in fact. There is abundant reason for believing that the laws on the part of manufacturers and other employers, are well observed. There are occasional exceptions.

During the past year, I have caused the prosecution of three persons for violation of these laws, seven cases in all. In the first instance two children under thirteen years of age, had been *carelessly* employed. On two former visits I had found the law violated in the same establishment through carelessness. In the second instance the law was found to be violated in the employment of four children. The employer had intended to do right, but regarded the law as wrong. In the third instance, an over-

seer with intent to evade the law and rules of the establishment, had employed his own child, ten years of age.

The law, as it relates to parents and others having care of children, is most frequently violated in permitting children to be irregular in attendance at school, and, for this cause, most of the prosecutions were made.

Complaints in cases of truancy on the part of children, in cities where there are truant officers, are usually made by such officers. On this account, I report but few such cases. And, in cases of such neglect on the part of parents as requires the commitment of children to the County Temporary Homes, the Humane Society and other authorities generally take the necessary action.

GILES POTTER.

New Haven, September, 1893.

TO MR. CHARLES D. HINE,

Secretary of State Board of Education.

SIR: The report of my work as agent of the board and its results for the year ending August 31, 1894, is summarized in the following table.

The methods pursued have been those described in former reports, so that but few remarks seem to be necessary. It may be observed that some of the towns named were visited for the purpose only of inspecting factories and other places where children are or may be employed, some others for the purpose of obtaining statistics as to the number of children attending private schools, while in other towns much more time was spent in looking up children who were not attending school, and those whose attendance was very irregular. The laws now seem to require agents of the board to account for all children over eight and under sixteen years of age as in public or private schools, or in lawful employment, except such as are mentally or physically incapable of instruction.

During the past year the number of children under sixteen years of age, employed in manufacturing, has been smaller than usual. Some who would have been found in factories, if there had been work for them, gladly improved their opportunity to attend school, while others have been found idle on the streets. It is not an easy task to cause unwilling children over fourteen years

of age, when once they have left the schools for the factories, to return to school. However, by the enforcement of our compulsory laws, some such children have attended school during the past year.

The number of cases investigated and the numbers of schools and families visited indicate, in general, the time spent in each town. The work in Danbury, Huntington, and Easton was undertaken as part of the canvass of Fairfield County, the results of which have already been given, to be fully presented, as I understand, in your report on the condition of schools in that county.

During the year I have caused the prosecution of three employers, one of them on two counts, and fifteen parents, for not causing their children to attend school; also the arrests of eleven boys, on complaints and petitions for commitment to the Connecticut School for Boys. In four of these last-named cases judgment was suspended; in the other seven the boys were committed.

The prosecutions for unlawful employment of two children, aged nine and eleven years, in Ansonia, were made under the provisions of Section 1417 of the General Statutes, — Section 279 of the Compilation of School Laws, — prohibiting the employment of children under twelve years of age in exhibitions, etc. The prosecuting attorney preferred to prosecute for violation of this law, the offense being more serious than that of other unlawful employment. The defendant was found guilty, and ordered to pay a fine of thirty dollars in each case. An appeal was taken to the Court of Common Pleas, where the verdict of the jury was, guilty, as in the court from which the appeal was taken.

The parent of these children was also prosecuted under the same statute, and find ten dollars in each case.

In the case of prosecution for unlawful employment in the town of Hebron, a boy eleven years of age was employed in a store in the forenoons but sent to school in the afternoons. On account of a defect in the service of the warrant the suit was withdrawn, but the defendant, to avoid a new prosecution, paid the costs, amounting to nineteen dollars, stopped the unlawful employment of the child, and caused him to attend school as the law requires. In another case, in Middletown, a girl thirteen years of age, taken from a County Home, was employed in a boarding house; she had been sent to school afternoons only

during a few weeks. The fine and costs amounted to twenty dollars. The child was taken back to the County Home.

In ten of the cases of prosecutions of parents for not causing their children to attend school, the parents were found guilty and fined from one to twenty dollars. In two cases judgment was suspended, and two were nolle on the promise of the parents, with surety, that they would see that their children attended school regularly. In one case only was there an acquittal. In this case all the facts alleged in the complaint were proved to the satisfaction of the court. Moreover, it was shown that after the parents had been admonished to send the child to school, having attended eighteen days only in the preceding twelve months, they had not sent her to school, but had allowed her to go away on a visit, and that during the weeks named in the complaint she was visiting friends. During the winter the father had had no work, and during some weeks previous to those named in the complaint the mother said she had been sick and needed the child's help. Accordingly the judge decided that the law was not intended to be enforced in cases where the parents were poor and unable to pay a fine, nor when the mother needed the child's help at home. Moreover, the judge found that occasional assistance given by a neighbor to the child in her studies at home was full compliance with the requirements of the law. In the prosecutions of more than two hundred cases under our compulsory school laws this was the first and only time I have heard such opinions from any court. If acquittals are to be made on such grounds, our compulsory laws might as well never have been enacted.

However, the same court, at the same session, found another parent guilty of not causing his child to attend school, and imposed a fine of five dollars, thus saving, in some degree, my work during about four weeks in visiting and admonishing delinquent parents in that city and town.

The law concerning evening schools, enacted June, 1893, has required some additional work from the agents of the board. Manufacturers, unanimously, seem to approve the principle of the law, and have coöperated in enforcing it. Most of the children affected by it in the counties where I have visited factories attended these schools, but not as regularly as the law seems to require. Employers generally demanded of the children certificates of attendance.

The number of persons over fourteen and under sixteen years of age who cannot read and write, reported in the list of establishments the past year exceeds the number of such persons reported in former years, on account of our change in the standard of illiteracy. Heretofore such only as could not read and write any language were included in this class. For the purposes of this law all of the ages named who cannot read and write English have been included.

This new law concerning evening schools seems to have been beneficial in many cases. In most of the towns to which it applies in the counties where I have visited factories and schools there has been greater interest manifested in evening schools than I have ever witnessed before. But, in my opinion, not much regularity in attendance or thorough instruction is obtainable in these schools.

TABLE SHOWING WORK AND RESULTS IN 68 TOWNS,
YEAR 1893-4.

Number.	TOWNS.	Cases investigated.	Visits to schools.	Visits to families.	Visits to factories and stores.	LAWFULLY ABSENT FROM SCHOOL.			Unlawfully absent from school.	Unlawfully employed.	Sent to school.	PROSECUTIONS.			Sent to Connecticut School for Boys.	Sent to Industrial School.	Sent to County House.	Schoolhouses inspected.
						Disability.	Want of Clothing.	At Work.				Of parents.	Of employers.	Truants.				
1	Ansonia,	2	4	1	8			38	2	2	2	2	2					
2	Beacon Falls,				1													
3	Branford,				2			15										
4	Bridgeport,	21	9	13		2		19	19		19			1			7	
5	Bristol,				11			15										
6	Burlington,	2	1	2														
7	Canton,	7	2	4	1			1	6		6							
8	Chatham,	1	1	1	4			1	1		1			1	1			
9	Cheshire,				1			1										
10	Columbia,	3	1	2	1													
11	Coventry,				8			4										
12	Cromwell,	12	4	8		2			12		12	2					1	
13	Danbury,	405	28	273		61	13	34	93	8	93	3		8			16	
14	Derby,	2	1	1	4	1		10										
15	East Granby,	9	5	2				9			9							
16	East Haddam,	9	5	6	4			1	8		8	1			1	1		
17	Easton,	13	8	6		2	2	5	11	1	11						8	
18	East Windsor,				2			28										
19	Enfield,	9	1	7	1	1		66	6		6	1						
20	Essex,	8	4	5					8			7	1		1	1		
21	Farmington,				9			7										
22	Glastonbury,	8	3	2	5			28	1		1							
23	Greenwich,		4															
24	Guilford,	12	3	6		2			7		7							
25	Haddam,	16	3	7	1		2	7	15		15			2				
26	Hamden,				3													
27	Hartford,	12	7	12	27			55	7	2	7	2						
28	Hebron,	3	2	2	2			4	3	2			1					
29	Huntington,	35	13	22	2	4		2	29		26			2	2		12	
30	Manchester,				6			49										
31	Mansfield,				1			7										
32	Marlborough,				1			3										
33	Meriden,	3	2	3	11			53			3							
34	Middlefield,				1			6	3									
35	Middletown,	30	6	20	14	1		55	25	1	25	1	1	3	3		1	
36	Milford,				3			5										
37	Naugatuck,	23	2	15	6	5	3	18	12		12			5				
38	New Britain,	4	4	3	19			171	2	1	2							
39	New Canaan,		3															
40	New Hartford,	1	1	1							1							
41	New Haven,	59	24	47	40	4	7	227	38	5	41			6	3			
42	North Branford,	1	1	1					1		1			1				
43	North Haven,				1			1										
44	Norwalk,		6															
45	Old Lyme,																	
46	Old Saybrook,	6	2	3					4		4							
47	Orange,	12	3	7	4	1		2	9		9			1				
48	Plainville,				1			5										
49	Portland,	14	3	10	1			26	11		11							
50	Rocky Hill,	1			1			3										
51	Salisbury,		2															
52	Saybrook,				2													
53	Seymour,				6			4										
54	Simsbury,	2	1	1	1			1	1		1							
55	Somers,				1			6										
56	Southington,	15	3	11	4		1	18	10		10							
57	Stafford,				9			16										
58	Stamford,		6														6	
59	Stratford,	3	1	2		3												
60	Suffield,																	
61	Tolland,	9	5	5					9		9	1						
62	Vernon,				13			108										
63	Wallingford,	1	3		6			10										
64	Waterbury,	8	4	5	19			141	4		4							
65	Westbrook,	14	4	11					11		11	1						
66	Willington,	4		2	1			5	4		4							
67	Windsor,	9	3	4	1	1		5	8									
68	Windsor Locks,				6			33										
Totals,		808	196	533	276	88	30	1303	392	22	390	15	4	32	11		2	49

Recently inquiries have been made concerning the number of prosecutions that have been made under these laws concerning the instruction and employment of children. I therefore append the following statement:

Since these laws were enacted in 1869, 1872, and 1886 prosecutions have been made as follows:

	OF EMPLOYERS.		OF PARENTS.
	For employment of children under 14 yrs. of age who had not attended school 12 weeks of the preceding 12 months.	For employment of children under 13 yrs. of age. "Child Labor Law."	For not causing children to attend school.
Prior to September, 1886, when the "Child Labor Law" took effect, . . .	14	.....	58
Sept., 1886, to Sept., 1887,	4	2	30
" 1887, " 1888,	3	2	11
" 1888, " 1889,	4	9	22
" 1889, " 1890,	3	4	26
" 1890, " 1891,	1	3	20
" 1891, " 1892,	0	0	14
" 1892, " 1893,	2	5	27
" 1893, " 1894,	2	*2	15
	33	25	223

* Under Section 1417 General Statutes.

In most of the cases against employers the complaints contained more than one count. In one case before the enactment of the child labor law there were eighteen counts. That number of children had been unlawfully employed, and a fine was imposed on each count. In another case there were twelve counts, and in another six counts. The entire number of such counts probably equals or exceeds the number of complaints against parents and other persons having control of children.

In addition to these cases, a number of children have been committed to the State Reform School, the Industrial School for Girls, and the Temporary Homes on my information and complaint.

To the number of these cases there are to be added those caused by Mr. Judson and other special agents of the Board of Education, and at least four cases against parents brought by local authorities without assistance from the agents of State Board.

GILES POTTER.

Hartford, September 1, 1894.

The following is the report of Mr. J. K. Judson :

Mr. CHARLES D. HINE, *Secretary* :

SIR :— In 1892-3 and 1893-4 there were held in different parts of the State fifty-nine teachers' meetings.

The preparatory work consists in obtaining the names of teachers and lists of persons to whom programs can be sent, in interesting school visitors and committees, and in arranging for hall and entertainment. Each of these meetings represents one or two days' work of this kind. The places at which meetings were held in 1892-3 were :

Cornwall, Somers, Fairfield, Glastonbury, Watertown, Orange, Westport, Barkhamsted, East Lyme, Enfield, Avon, Bethel, Old Saybrook, North Branford, Morris, Old Lyme, Haddam, Weston, South Coventry, Bethany, Franklin, Darien, Putnam, Columbia, Wethersfield, Woodbury, Stafford Springs.

In 1893-4 meetings were held in the following places :

Lakeville, Warren, Bridgewater, Hebron, Sherman, Redding, Cheshire, North Stonington, Bozrah, Newtown, New Canaan, Westbrook, Lebanon, New Hartford, Bolton, Trumbull, Durham, East Haddam, Middlebury, East Granby, Westport, Huntington Center, Hanover, Oneco, Woodbridge, Wapping, Voluntown, East Windsor, Salisbury, South Manchester.

ATTENDANCE.—The number of children between 8 and 14 who do not attend some part of the time is not large, but the number who attend irregularly is larger than is generally supposed. The absence is so great that the school fails to accomplish what it attempts. The few who attend regularly are unable to advance, being constantly hindered by those who, from some cause or no cause, are absent.

In canvassing a town to secure attendance the enumeration lists are first obtained from the Secretary of the Board of School Visitors. These lists, if properly made, contain the names of all children over 4 and under 16. In fact, they are often defective. A house-to-house canvass is not made; sometimes names and ages are obtained in the store or at home by guess or estimate, reliance being placed upon general recollection or the gossip of the neighborhood relating to births and ages. More frequently the old list is the basis, and names are added or subtracted without inquiry. This results in changes, but not in an accurate census of children. Cases are known where children have lived in a district ten years and have never been enrolled in the school enumeration. Omissions result in loss of money to the town, but

The next step is to compare the list with the register of the school. Here the matters to be noticed are :

1. The age of children.
2. Record of attendance.

The ages of children should be accurately ascertained by teachers. Much depends upon this record ; not only the age but the date of last birthday should be given. The registers are the foundation of any investigation, and are often introduced as evidence in court. They supply the evidence upon which the teacher can lawfully grant a certificate of attendance to a child seeking employment. Parents who desire to obtain the work of their children sometimes falsely state the ages. There is a penalty for such false statement.

Registers should always be kept at the schoolhouse. In some instances it has been impossible to obtain access to the registers. The attendance should be entered every day, and it will greatly assist the agents if the sum of absences of each week be put in the Saturday column. The method of keeping the register is clearly given in the register itself.

When the registers have been examined and compared with the enumeration lists there will be found three classes :

1. Those who do not come under compulsory law, as children between 4 and 8.
2. Those who have attended regularly.
3. Those who have attended irregularly.

The number of children exempt by reason of age from the operation of the law is quite large. There are those of 4, 5, 6, and 7, comprising about one-third of those of school age. This class is not neglected in making a canvass, but appeal is made to parents' interest in their children rather than to penalties of law.

The regular attendants are few and they ought to obtain an advantage from their regularity. It is true they gain the advantage of constant instruction, but often they cannot advance as rapidly as they would if their comrades were also regular.

Upon parents rests the obligation of causing their children to attend school. It is not generally realized that *all children unemployed must attend all the time*, and that children between 8 and 13 cannot be employed. A week's absence is an offense on the part of the parent ; the only excuses are :

seem to regard them as servants, and think they are at liberty to send them to school or detain them from school whenever it is convenient. Some of these cases have been prosecuted. In one instance a wealthy farmer had taken two children under 12 years of age from a county home. While in his family they had attended school but thirty-five days in eighteen months. He was prosecuted and heavily fined. Fortunately, some of these children find excellent homes and are kept in school regularly.

It has not been the custom to prosecute parents for the first offense. The law is explained and warning given. In cases of intentional violation of the law that prosecution is made for the first offense.

The most frequent causes of absence are :

1. Indifference, which generally yields to persuasion and statement of the law. This indifference is often the direct result of poor schools.

2. Desire to obtain the children's work, which, being profitable to parents, presents more difficulty.

When the canvass has been made, blanks are left with the teacher to be forwarded every month. These blanks are as follows :

III.—REPORT OF ATTENDANCE IN THE

District School,

Department,
Teacher,

For the	Weeks ending					189.
Name of Parent or Guardian.	P. O. Address.	Name of each Child.	Age of Child.	No. of Half-days Present.	No. of Half-days Absent.	Cause of Absence.

From these is made up at the end of the canvass the following information :

TOWN-DISTRICT FORM.

<i>Town</i>	<i>District</i>	<i>Date of Visit</i>
1. Enumerated, October, 189	: Children,	; Families,
	Delinquents on Committee's Report,	
2. Cases investigated:	Non-attendants,	; Irregular, ; total,
3. Visits: To schools,	; to families,	; to employers, ; total,
4. Attendance, regular:	Public schools,	; Parochial schools, ; Private schools,
	; instructed at home,	
5. Absence, lawful:	Disability,	; Clothing, ; *at work, ; total,
6. Absence, unlawful:	Not registered,	; very irregular, ; total,
7. Employment, unlawful:	Under 13,	; 13 to 14, ; total,
8. Truants,		
9. Sent to school,		
10. Prosecutions:	Parents,	; employers, ; total,
	Convictions: Parents,	; employers, ; total,
	Commitments: To Reform School,	; Industrial School, ; temporary homes, ; total,
11. Moved out of District,	; not found,	
12. Remarks:	Attendance, regular,	. Causes of irregularity,

* Fourteen years old or thirteen and attended school 60 or 120 days.

In regard to the canvass of towns and the use of these blanks a school visitor of long experience says :

"It is to be hoped that the agent of the State Board will be able to make frequent visits to our village schools, and that the teachers will be furnished with blanks for the monthly report of absentees and truants. This has proved a most effectual check to truancy in the past."

This method of following those who are not regular is by far the most profitable work that is undertaken. Letters pointing out single cases of non-attendance and neglect are very numerous, and prompt attention is given to each case ; but the best and most efficient work consists in canvassing a district and then pressing all parents to do their duty. Generally the simple knowledge that the agent is giving the matter attention is sufficient, and one example in a town or district never fails to secure a full school. The work in the towns of Fairfield county suggests that more schools should be thus supervised.

The teachers can do much toward securing attendance. A good school will generally attract all the children. The fact that every case of absence is noticed by the teacher and the cause inquired into, also helps to form the habit of regular attendance. A call at the home to inquire about absence will often be sufficient.

The following is an account of my work for the years 1892-3 and 1893-4 :

1892-1893.

Number of towns visited,	24
Number of cases of absences investigated,	548
Number of families visited,	365
Number absent under legal excuses :	
Mental or physical disability,	58
Lack of clothing,	36
At work legally,	107
Total,	201
Number absent illegally,	313
Number at work illegally,	10
Total,	323
Number sent to school,	437
Prosecutions of parents,	1
Prosecutions of employers,	8
Total,	9
Number of truants,	21
Number sent to Conn. School for Boys,	3
Number sent to Temporary Home,	5

1893-1894.

Number of towns visited,	28
Number of cases of absence investigated,	663
Number of families visited,	351
Number absent under legal excuses :	
Mental or physical disability,	58
Lack of clothing,	55
At work legally,	65
Total,	178
Number absent illegally, negligence,	358
Number absent illegally, at work,	15
Total,	373
Number sent to school,	374
Number of prosecutions, parents,	5
Total,	5
Number of truants,	12
Number sent to Conn. School for Boys,	4
Number sent to Industrial School,	0
Number sent to Temporary Home,	6

The following table is a summary of work for years 1888-1894 :

	1888,	1889,	1890,	1891,	1892,	1893,	1894.
Towns visited,	20	25	27	30	22	24	26
Families visited,	182	244	179	385	432	365	351
Sent to school,	194	196	218	435	382	437	374
Prosecutions for non-attendance,	6	6	7	9	14	8	5

The amount which can be done by one agent is small in comparison with what might be profitably done. As has been suggested, the most successful and sensible work is that of following every child in a given town. To do this thoroughly there should be at least an agent in every county.

LABOR.—The enforcement of the child labor law requires the inspection of factories. It also enables the agents to send to school all who may be illegally at work. In visiting factories or other establishments inquiry is always first made for the book furnished by the State which contains the record of children employed. This book calls for a record as follows :

RECORD OF CHILDREN UNDER SIXTEEN EMPLOYED.

Town,		Establishment,		Overseer,							
Superintendent,		Department,									
Name of Child.	Name of Parent or Guardian.	Residence.	Age as given.	Date of Last Birthday.	Birthplace.	Has Cer- tificate of *		Date of Employment.	Name of Child in his or her own Handwriting.	Where Last at School.	Length of Residence in United States.
						Age.	Attendance.				

* If Town Clerk's Certificate write T. C.; if Teacher's Certificate write T.; if Parents' Certificate write P., and if Attendance Certificate write A.

If this record book be accurately kept, all the information necessary is obtained without inspection of the children. The certificates of age can be inspected, and the whole matter of compliance or non-compliance with the law settled. These books are not always kept, and the children in the establishment must be seen and questioned. The following is the form of certificate of age :

PARENT'S CERTIFICATE OF AGE.

This Certifies, That my * *†* *was born in the Town of* *in the State of*
on the *day of* *†* *in the year* 18 *Signed,* *Parent.*

Dated at *this* *day of* 18 *†* *Name.*
 * Son or Daughter.

This Certificate is a protection to Employers *only* when neither the Certificate of the Town Clerk nor of the Teacher can be obtained.

Attention of parents is called to penalty for incorrectly stating age.

For children between 13 and 14, certificates of attendance at school for sixty days in the year are necessary. There is great carelessness about obtaining these certificates. They are important, because they show that in the last year the child is compelled to go to school he has had all the schooling required by law. The following is the form of certificate :

Town, *This Certifies,* District, Date, Department of the
That it appears from the Register of the
School, in the District, for the Term of 189
 that (Name of Scholar.) age on the day of 189, has attended school
 sixty* days since the day of 189, and that six weeks of this attendance
 were consecutive.

This Certificate should be signed by a
 Teacher, School Visitor, or Committee.

Signed,

Teacher.
 (Visitor, or Committee.)

* Or one hundred and twenty.

There is little negligent and almost no willful violation of the labor law. The law has excluded young children from factories, and indirectly compelled them to attend school.

The information obtained in each establishment is indicated in the following blank :

EMPLOYMENT REPORT.

1. Town, 2. Name of firm, 3. Date of Visit, 189
 4. Business, 5. Superintendent's name, 6. Post-office address, 7. Does the firm use the record book furnished by the State?
Children 13—14. 1. Number employed, 2. Number of certificates of school attendance in force, 3. Number employed without legal certificate, Names, 4. Number employed in violation of law, Names, 5. Number discharged to attend school, Names, 6. Do children discharged attend school? If not, reasons, 7. Number of certificates required, 8. Have local authorities acted? 9. Action taken by agent, 10. Results.
Children under 13. 1. Number employed, Names, 2. Number of certificates of age, by town clerk, by teacher, by parents, 3. Number of doubtful cases, 4. Number of certificates investigated, 5. Number of certificates required, 6. Have local authorities acted? 7. Action taken by agent, 8. Result, 9. Wages per week? 10. Any cases of hardship to individuals or families? 11. Does the law tend to encourage idleness or to make vagrants? 12. Have skilled laborers or families left the State? 13. Have men or women taken the places of those discharged? 14. Has there been any difficulty in filling the places of children? 15. Can children be skilled in this industry if they do not engage in it until they are 13? 16. Ought employment to be permitted in vacation? 17. Do employers regard the limit, viz., 13 years, too high? 18. Are employers in favor of this legislation? 19. Are parents in favor of this legislation? 20. Is the occupation healthy or unhealthy? 21. Are the rooms in a sanitary condition? 22. Is the occupation dangerous or not? 23. Is there good light and ventilation? 24. Has the business been affected by the law? How? 25. Number employed between fourteen and sixteen? 26. Hours of labor required each week, 27. Number between fourteen and sixteen who cannot read and write, 28. Are there sufficient school accommodations? 29. Is there any reading-room or library connected with the establishment or frequented by the workmen? 30. Does the town maintain evening schools? 31. How many children under 16 employed in the establishment attend? 32. Remarks.

The information obtained on this blank is kept as record of the visit.

Fairfield County was specially canvassed in the year 1893-4. The method outlined in the foregoing report was pursued in every town with the best results. While there will always be many cases of negligent and illegal non-attendance, an annual canvass of each town, followed by visits where there is carelessness, will soon bring attendance to what it should be.

In addition to attendance the buildings were examined, and a report made in accordance with the following blank:

REPORT OF BUILDINGS.

1. Is building property of district? ; When erected, 2. SITE: Drainage, Surroundings, Noise, ; Light, ; Fence, ; Health, ; Trees, ; Playground, ; Cellar, ; 3. CONDITION: Good, ; Fair, ; Poor, ; Value, \$; Marks, ; Repairs, ; 4. SCHOOLROOMS: No. ; Recitation rooms, No. ; Sitings, No. in each, ; Dimensions, 5. CLOAKROOMS: How arranged, ; How ventilated, 6. PLAYROOM: Describe, 7. VENTILATION: Describe, 8. HEAT: Describe, 9. LIGHT: Describe, 10. SAFETY: Do doors open in or out, ; Fire escapes, 11. Place for Washing, etc., 12. WATER CLOSETS: If in building, describe, ; If outside, how many, ; How far from schoolhouse, ; How far apart, ; Any fence between two, ; Condition, 13. APPARATUS: How much, ; Globe, ; Maps, ; Clock, ; Are supplies furnished, 14. LIBRARY: Number of books, (obtain complete list); Any book-case, 15. DESKS: How arranged, ; Style, 16. CARE OF BUILDING: Any janitor, ; Closets cared for, ; Remarks:

The report of this canvass will be found in the report of Fairfield County.

Inquiries were also made as to the health of schools in conformity to the following blank :

HEALTH INQUIRIES.

1. Average age, 2. CONDITION OF PARENTS: Approximate proportion of WEALTHY, COMFORTABLE, POOR, 3. How many absent for sickness? Diseases, especially if any contagious, 4. Is notification of contagious diseases sent to teachers by health officers? 5. What precautions taken to prevent spread of contagious diseases? 6. Sanitary conditions of surroundings, Remarks.

EVENING SCHOOLS.—In the year 1893-4 special effort was made to secure the establishment of evening schools under the law passed in 1893. I visited the evening schools in the following towns: Bridgeport, Stamford, Greenwich, Danbury, Windham, New London, Norwich, Norwalk.

The attendance was large at first, but soon fell off. It will be seen by report on pp. 118 and 119 that the average attendance for 100 nights was small. These schools are mostly composed of adults who desire to learn the English language. The schools do not reach many children who need education.

The parts of the evening school law compulsory on illiterates were especially noted, but no cases were found.

The following is the blank used for reporting these schools :

EVENING SCHOOL BLANK.

Town of 189 Establishment of
Children over 14 and under 16 years of age who cannot read and write, employed.

Name of Parents.	Residence.	Name of Child and Place of Birth.	Age.	Last Birth-day.	Sessions Attendance at Evening School Month (4 weeks) ending—

J. K. JUDSON.

Suggestions as to Employment of Children.—Persons, whether superintendents, agents, or overseers, who hire children under sixteen years of age to labor, ought to be familiar with all the provisions of the statutes relating to the employment of children.

These statutes are sections 1753, 1754, 2102-2107 of General Statutes, Revision of 1888.

The person hiring or making a contract to labor with a child under sixteen, should make certain inquiries of the child, and one of his parents, or his guardian, or custodian. If they cannot speak a language which the employer understands, an interpreter should be obtained. The presence of the friends of the child at the time of the questioning will tend to prevent

mistakes. Notes of the answers, and by whom given, ought to be taken down. The information thus gained is valuable, and may be transferred to the "Record of Employment," and thus preserved.

The questions are best asked and answered at the time of hiring. There should be no delay in obtaining the requisite information, and the child should not be permitted to begin work until the information is secured by the employer. The admission of the child to an establishment for a week may constitute a distinct though unintentional violation of the law.

The following are essential questions :

- (1) *The name of the child in his own handwriting.*
- (2) *The name of the father or mother, guardian or custodian of the child.*
- (3) *Date and place of birth?*
- (4) *If baptized, where?*
- (5) *How long has the child resided in the United States?*
- (6) *Has the child been at school in this State?*
- (7) *If so, when and where last at school?*

The inquiry as to the child's birth ought to be searching and particular.

A proper certificate of *age* ought invariably to be demanded and obtained before the child is admitted to the establishment.

The kind of age certificate to be required can be determined by applying the law to the answers given.

If the child *was born* in this State, a town clerk's certificate should be procured if possible.

If the child has been *at school* in this State, an age certificate signed by the teacher of the school where the child last attended may, if preferred, be accepted instead of the town clerk's.

If the age certificate, when presented, shows that the child is between thirteen and fourteen, he should be denied work until a proper certificate of school attendance is received.

When the teacher's certificate of age is demanded, it is better to require one which states also the number of days of the child's attendance at school during the previous twelve months. This will save the trouble of sending to the teacher for a certificate of attendance in case the certificate shows the child to be under fourteen. An attendance certificate in the usual form states both age and school attendance.

The certificate of the parent ought not to be accepted as sufficient unless it is impossible to get one from a town clerk or teacher in this State. As to whether it is impossible in a particular case to get such a certificate, is a question for the employer to decide by the exercise of due vigilance.

When a certificate is presented, it ought to be carefully examined as to its *form* and *contents*.

If it is not dated or signed by town clerk or teacher, or in any respect is incomplete, containing erasures or omissions which may reasonably excite suspicion, it ought to be rejected. A child ought not to be permitted to work without a legal certificate complete and honest upon its face.

Moreover, the certificate ought to be a statement of fact, which will legally justify employment. The decisive question is, "*Does the certificate cover this child's case?*"

A child under fourteen ought to be discharged one year from the date following the words, "*Sixty days since the,*" in the attendance certificate.

Mercantile Establishments.—A special investigation into the employment of children in mercantile establishments was made in 1893, with the result exhibited in the following table:

TABLE XXIV.—STATEMENT OF CHILDREN EMPLOYED IN MERCANTILE ESTABLISHMENTS, IN SEPTEMBER AND FEBRUARY.

Date.	Town.	Business.	CHILDREN EMPLOYED			CERTIFICATES OF		Remarks.	
			Under 13.	13-14.		14-16.	Age.		Attend- ance.
				Law- fully.	Unlaw- fully.				
92 Sept. 15,	New Haven,	Dry goods,	2	18	2	Prosecuted September, 1890.
93 Jan. 5,	"	"	.....	3	.....	24	.....	3
92 Sept. 15,	"	"	.....	1	.....	21	7	3
93 Feb. 16,	"	"	.....	.....	.....	24	24	.....
92 Sept. 15,	"	"	.....	.....	.....	8	.....	.....
93 Feb. 17,	"	"	7	[ificate. *Had school attendance certi-
92 Sept. 15,	"	Fancy goods,	.....	.....	.....	1	.....	.....
92 Sept. 15,	"	Dry goods,	.....	2	.....	3	.....	.....
93 Feb. 16,	"	"	*1	2	.....	1	.....	1
92 Sept. 15,	"	"	.....	.....	.....	4	1	1
93 Feb. 16,	"	"	2	3	2	*Saturday P.M. and evening *Saturdays only.
93 Feb. 16,	"	Fruit,	.....	.....	.....	.....	.....	.....
93 Feb. 16,	"	Furnisher,	.....	1	.....	.....	.....	.....
92 Nov. 25,	Meriden,	Dry goods,	.....	.....	.....	2	.....	.....
93 Feb. 20,	"	"	*1	.....	.....	2	.....	.....
92 Nov. 3,	Middletown,	Fancy goods,	*2	[only.
92 Sept. 28,	"	Millinery,	1	*Saturdays only.
92 Sept. 27,	Hartford,	Dry goods,	2	1	2	19	Prosecuted Oct. 14, 1892. Fines and costs \$51.
93 Feb. 23,	"	"	.....	4	.....	18	22	7
92 Sept. 27,	"	"	.....	.....	.....	3	.....	.....
93 Feb. 21,	"	"	.....	.....	.....	4	.....	.....
92 Sept. 27,	"	"	*1	1	.....	2	.....	.....
93 Feb. 21,	"	"	2	*Doubt at first about the age.
92 Oct. 12,	"	"	.....	1	.....	2	.....	.....
93 Feb. 23,	"	"	.....	.....	1	2	.....	.....
92 Oct. 12,	"	"	.....	3	.....	5	9	2
93 Feb. 23,	"	"	.....	1	.....	3	.....	.....
92 Oct. 12,	"	Millinery,	Prosecuted April, 1891. Fine \$1 and costs.
93 Feb. 21,	"	"	.....	.....	.....	3	.....	.....
92 Oct. 12,	"	Dry goods,	.....	.....	.....	2	.....	.....
93 Feb. 23,	"	"	.....	.....	1	1	.....	.....
92 Oct. 12,	"	Books,	.....	.....	.....	1	.....	.....
93 Feb. 21,	"	"	*1	*Discharge to attend school.
92 Oct. 13,	"	25-cent store,	.....	.....	.....	.....	.....	.....
92 Dec. 1,	"	Groceries,	.....	1	.....	.....	.....	.....
93 Feb. 23,	"	Carpets, etc.,	.....	.....	.....	1	.....	.....
93 Jan. 5,	Bridgeport,	Dry goods,	.....	.....	.....	9	.....	.....
92 Jan. 5,	"	"	1	4	Discharged at once.
92 Jan. 5,	"	"	.....	.....	.....	1	.....	.....
92 Jan. 5,	"	Millinery,	.....	.....	.....	1	.....	.....
92 Jan. 5,	"	Clothing,	.....	.....	1	.....	.....	.....
92 Jan. 5,	"	Variety,	.....	.....	.....	1	.....	.....

TRANSPORTATION OF SCHOLARS.

In 1893 the towns of the State were authorized to appropriate and expend money to convey children to and from the public schools. The following is the text of the law :

ACTS OF 1893, CHAPTER XCVI.

Laws.

SEC. 1. Whenever any school shall be discontinued under the provisions of section 2241 of the general statutes, or chapter CCIII of the acts of 1889, the school visitors may provide transportation for children to and from school.

SEC. 2. The expenses of transportation, when approved by the board of visitors, shall be paid by the town treasurer, upon the order of the selectmen.

The following is section 2241 referred to in the foregoing :

When the number of scholars in any district for any term of school shall be so small that, in the judgment of the district, the maintenance of a separate school by said district for such term is inexpedient, such district may, for such term, by vote, unite its school with the school of an adjoining district or districts. Such union of schools shall be made only with the approval of the school visitors of the town or towns in which the districts are situated. And if any district shall thus unite its school with that of another district or districts, it shall be as full a compliance with the law as if it had maintained a separate school for the time required by law. Whenever the school in any district is discontinued on account of the small number of its scholars, the school visitors of the town having jurisdiction over such district shall see that suitable arrangements are made whereby the children of the district may attend some adjoining school.

The following is chapter CCIII, Acts of 1889, referred to above :

When the number of scholars in any district for any term of school shall be so small that in the judgment of the school visitors the maintenance of a separate school in said district for such term is inexpedient, said board of school visitors may unite the school of such district with the school of an adjoining district or districts, and when the school of any district shall thus be united with the school of another district or districts, it shall be as full a compliance with the law as if said district had maintained a separate school for the time required by law.

The authority thus conferred can be used by towns to increase the educational advantages of children constantly decreasing in number who live at a distance from the centers of population. This can be accomplished by closing small schools and transporting at public expense the children to a neighboring school or village.

There are two distinct purposes for this method of dealing with schools, — one financial and the other educational.

1. In many towns the depopulation of the country districts has left a few scattered families with a few children. It is cheaper to transport children to other schools, thus uniting two or more, than to teach them in the existing districts.

2. In most cases these larger schools can have better teachers, more scholars, better appliances, libraries, and perhaps supervision. If it is possible to reach the village, attendance at the high school may also be attained and thus more education secured.

Thus cheapness and better educational advantages combine to recommend this system.

The following extracts, illustrating the working of the system, are taken from a special report on the subject by Mr. William L. Eaton, Superintendent of Schools in Concord, Mass. :

"The following extract from a recent report of the school committee of Conway—a town in western Massachusetts, with a population of 1,500, and a school membership of 237 (1891-92)—is pertinent: 'The same method of uniting and bringing the pupils of the smaller districts to the village has been pursued as formerly. . . . In some instances the parents are quite strongly opposed to the movement; but, upon trial, many times the opposition disappears, and the parents have no desire to return to the old system. In districts where there are few scholars, it is practically impossible to maintain a school of interest and profit to the pupils, and economy to the town. Notwithstanding all the inconveniences and difficulties, we believe the only practical way to elevate schools to a higher standard is by consolidating and transferring the pupils of the rural districts to the centre.'

"The town of Concord is regarded generally and properly as the pioneer in this movement to close all her district schools, primarily from educational motives, and to convey their pupils to the graded central schools. The results in Concord were observed carefully by the educators in Massachusetts, and found to be good, and the example of Concord was made known throughout the State by the agents of the State Board of Education, and by the official reports of the Board year after year. Moreover, her near neighbors, Bedford, Lexington, Lincoln, Wayland, Weston, Sudbury, Maynard, and Acton, have either already followed her example, or are, to all appearances, preparing to do so."

The following extracts from the account of Mr. W. L. Eaton, Supt. of Schools, of the inception and growth of this system in Concord (printed in 1892) will reveal to the inquirer how were met the obstacles that stood in the way of the abandonment of the time-honored district school that gathered in the little red schoolhouse of the poet's fancy and of the "old schoolboy's" reveries.

"Concord is a town of about four thousand inhabitants, situated twenty miles northwest of Boston. It was originally laid out, in 1636, six and one-tenth miles square; but, having lost territory from time to time, it now contains about twenty-five square miles. For school administrative purposes, it was divided early in the century into two village districts, and five rural districts.

"For many years prior to 1879, the common schools of Concord were twelve in number, occupying eleven houses. Five of these schools were placed in the central village; two under one roof were at West Concord; and the remaining five were country district schools for the accommodation of the outlying farming population. The district schoolhouses were at distances from the Centre, varying from one and one-half to three miles. At the Centre was the high school, to which children came from all parts of the town. An attempt had been made, with partial success, to grade the Centre schools. The school boards of that day, therefore, had to deal with a system of schools, some ungraded ones, and the rest mixed schools imperfectly graded. These schools were taught by experienced teachers, most of whom—if not all—had received a special training for the work. The influence of Colonel Parker's great work at Quincy was reflected in many of the schools. Yet the general results were far from satisfactory; and the school committee, under the leadership of their energetic superintendent, Mr. John B. Tileston, appreciating the defects of the existing system, and, seeing clearly a remedy, met the emergency resolutely. A vigorous and wisely directed agitation procured from the town an appropriation of money sufficient to build and equip an eight-room schoolhouse at the Centre. In December, 1880, this house (named the 'Emerson School') was ready for occupancy, and received the children from the village schools. An immediate and inevitable improvement in every quality that distinguishes a good from a poor school resulted. The school

committee then turned their attention to the district schools. These schools had been for a long time a cause of great anxiety. They were growing feebler, and they were expensive to maintain in proportion to the number of pupils they served. The Emerson School would accommodate all the children, and the laws of the State (Chap. 132, Acts of 1869) enabled the town to raise and appropriate money 'to be expended by the school committee in their discretion in providing for the conveyance of pupils to and from the public schools.' The school committee adopted the suggestion, that it was advisable to close the district schools, and to convey the children to the Centre. To carry the suggestion into effect was a difficult matter. The difficulty can be realized readily when it is understood that a period of nearly ten years elapsed between the closing of the first and the closing of the last of the five district schools, and that, during these years, the successive school boards never lost sight of the end in view, nor relaxed their efforts to reach that end. Nor is it strange that obstacles were encountered. A strong and rational conservatism existed in the districts. The idea of consolidation was novel, and raised doubts and objections that could not be met by past experience here or elsewhere. On the other hand, it was possible for the plan to prevail in the end because the communities directly affected were highly intelligent, and formed their judgments thoughtfully and correctly. It is an interesting fact, also, that, during the whole ten years of change, a majority of the committee were farmers; and that, for the most of the time, a majority were the local representatives of the districts involved. From the successive annual reports of the school committee, the facts bearing upon the history of the movement can be gleaned. A few of the facts of record will be given here, in order to indicate the method of procedure on the part of the school committee.

"In 1879, the school in District 7 was closed, and the children conveyed to the Centre, because the committee 'did not feel justified in keeping the school open for the small number of pupils attending.' About the same time, the grammar school pupils in District 2 were directed to attend the Centre school, and 'to make their own way thither.' In 1881, Superintendent Tileston reports that the children of District 7 'have been carried to the schools of the village for more than a year. The parents were at first mostly opposed to this course. They seem now entirely satisfied, and would not have their old school if they

could.' In 1881, the parents in District 2 petitioned the committee to close their school and convey their children to the Centre. A counter-petition was sent in, however, before action had been taken. The committee, preferring to wait for a more permanent sentiment, did not close the school. In the same year, the school in District 5 was closed without opposition. An attempt to close, at the same time, the school in District 6 met with so strenuous opposition, that the committee did not persist in closing it. In their next report (1882), the committee refer to their action as follows: 'It has not been the policy here to bring the children of the outside districts to the central schools, unless the voters of the district desire it. When the number of pupils is less than ten, the committee feel that they are not warranted in incurring the expense of keeping a separate school.' They also urge that 'it is a question which the parents in the outer districts of the town should consider carefully, whether the instruction at the centre of the town is not better, as well as cheaper, than it can be made in their own schools, and what is their duty in such a case.' In 1885, the school in District 3 was closed at the request of the local member of the school committee. In 1887, the parents in District 2 petitioned the committee to convey their children to the Centre. The committee acted promptly, and began to convey the children. A counter-petition then was sent in, but an investigation was made, and the committee, consulting what they 'believed to be the best interests of the children,' denied the second petition. In the same year, the school in District 6 was closed by vote of the committee, and the scheme of consolidation was effected.

"The apprehensions of the owners of real estate, that a depreciation of values would result if the local schools were closed, have proven to be groundless. The natural reluctance of parents to send their young children so far from home, and for all day, to attend the Centre school, has vanished. The children are conveyed in comfortable vehicles fitted up for their accommodation. They are in charge of trusty drivers *en route*, and at noon they are under the especial care of one of the teachers, who has an extra compensation for the service. When it is practicable, a farmer living near the extreme end of the district is employed to convey the children. Often the farmer's wife drives the conveyance—an arrangement that meets the entire approval of the school committee, and is, perhaps, the most satisfactory one pos-

sible. As a rule, the committee do not approve of entrusting the duty to the hired man. Three two-horse barges and two one-horse wagons are in use at present. All these vehicles are fitted with seats running lengthwise, and are closed or open at sides and ends as the weather requires, and in cold weather are provided with blankets and straw. The driver starts from or near the remote end of his district, and drives down the principal thoroughfare, taking up the children at their own doors or at cross-street corners.

"The attendance of the children conveyed is several per cent. better than that of the village children, and it is far higher than it was in the old district schools. This is not strange when one reflects that the children are taken at or near their own doors, and conveyed to school without exposure in stormy weather, and with entire comfort in cold or snowy weather. Discipline in the carriages is maintained readily, as the driver has authority to put out any unruly child. The children are conveyed from one and one-half to three and one-half miles. The cost of transportation is about fifty dollars per week. It is estimated that it would cost seventy dollars a week to maintain schools in all the districts. The number of teachers in the Centre schools is not increased by the consolidation, as the eighty to one hundred children from the districts are distributed quite uniformly among the various rooms.

"Whatever advantages a system of carefully graded schools, occupying a well-ventilated and well-cared-for schoolhouse, taught by a body of intelligent and earnest teachers co-operating to secure the best discipline within and without the schoolroom, has over a mixed country school, such advantages are shared alike by all the inhabitants of this town. All alike are interested in all real progress in methods of discipline and instruction, and in improved appliances to aid instruction. Superintendence becomes more efficient. The introduction of new subjects of study and of drawing, music, gymnastics, manual training, is made easy, since all the pupils of the town are found in three schoolhouses. Appliances of all kinds and books of reference can be provided more extensively and at less cost. In short, every scheme to make the teaching more efficient, or broader, can be carried into effect far more readily. The history of this movement in Concord conclusively shows that the success of the plan here was due to its intrinsic merit, acting upon the minds of an enlightened people desirous of furthering the true educational interests of their children.

"Many incidental advantages subordinate to the prime one have resulted. All the children of the town meet on the same arena, test the quality each of the other, and exchange from the beginning those influences which will mould them to act together harmoniously and intelligently in the future. All the parents of the town have an equal interest in the welfare of the two central systems of schools, and for many years dissensions about the maintenance of schools have been unknown in our town meetings. Many families have come to live in the town because of its educational advantages. The farms that come upon the market find readier sale than ever before. The children from the farming districts are no longer distinguishable from the village children by a certain awkwardness of manner or address. The moral tone of the school and of the school-yards has been elevated wonderfully. The parents feel and appreciate these many incidental but vastly important advantages, and are convinced that the system is superior to the one it has displaced."

Enfield. To the question whether the results have been satisfactory the following extract from the report of the town of Enfield in this State is an answer :

"The first important question discussed was the consolidation of schools. This subject was given much earnest thought and the most careful consideration. It was finally decided to maintain schools in Thompsonville, Hazardville, Enfield Street, Scitico, King Street, Wallop, and Weymouth, as the most central and accessible points, and to bring all the scholars of the town into these schools. Had there been any feasible way of bringing the scholars in Jabbok and Hubbard districts together into one school, it is probable that a school would have been maintained in that part of the town. A very careful survey of the whole town was now made, in order to apportion the scholars of those districts whose schools were abandoned to the several schools most accessible to each. A house-to-house canvass was made, the number of children in each family ascertained, and in all cases where it was possible the family was given their choice of schools. In this way all of these scholars were assigned to the schools which the committee had decided to maintain.

"By the closing of these small district schools, many scholars were of necessity left at a considerable distance from a school in active operation. In considering how best to get these scholars

to the nearest school, the committee found itself confronted with that terrible form of affliction, that veritable nightmare of trouble and anxiety, known as transportation. The school laws say that the committee *may* furnish transportation. The law contemplates that the School Committee has the power to discontinue and consolidate schools, and that the people are expected to get their children to school wherever the schoolhouse is located. If transportation is furnished it comes from the good will of the committee, and not from any necessity imposed by law. It was voted that transportation be furnished as far as expedient.¹ This question of transportation has occasioned all the dissatisfaction toward consolidation which has come to the ears of the committee. Our attitude is this — every dollar spent in carrying scholars, beyond what is absolutely and manifestly necessary, is a dollar wasted. School money is not intended for horse hire, but for purposes of education. In Massachusetts, where consolidation is in force throughout the State, advantage is taken of milk wagons and all manner of conveyances to lessen the expense of transportation, and save the school money for the legitimate uses of the school. The great difficulty is that people themselves are not anxious enough to get their children to school. They are not ready to meet the committee half-way. If a covered carriage would drive up to their door in the morning and get their children and bring them home every night, they would throw up their hats and hurrah for consolidation, and think they were doing wonders for the cause of education. The school board is in full sympathy with the idea of transportation, and heartily regrets that a few isolated families are inconvenienced in getting their children to school. The plan of gathering scholars from house to house is not feasible on account of time and expense, but everything has been done compatible with good judgment and the economical use of money.

“The following schools were abolished: Bement’s Brook, No. 12, with an average attendance for the past four years of eleven scholars, cost the town \$267.25 in 1893. Brainard, No. 10, with an average attendance for four years of seven scholars, cost for 1893, \$278.15. London, No. 9, average attendance for four years, thirteen scholars, cost the town for 1893, \$277.96. Jab-bok, No. 6, average attendance for four years, thirteen scholars, cost the town for 1893, \$274.23. Hubbard, No. 3, average attendance for four years of twelve scholars, cost the town \$338.81

for 1893. East Wallop, No. 11, average attendance for four years of six scholars, cost the town \$253.15. Here were six schools with an aggregate average attendance of sixty-two scholars, costing the town \$1,689.55 for the school year. The simple perusal of these figures convinces the judgment that this is an extravagant use of school money. To transport these scholars for the past year it has cost the town \$1,045.00, a net gain of \$644.55. This saving in money is an item well worth consideration, but more important still is the fact that we have placed these scholars in schools where the advantages are superior to their old district schools.

"The committee has been able to reduce the number of schools in the town from thirteen to seven, and to accommodate all the scholars without crowding. They have not found it necessary to build any new school buildings, nor to make additions to the old ones. We cannot discover that the cost of maintaining our seven schools has been materially increased by the addition of the scholars from the districts whose schools were discontinued. It is obvious that seven schools can be carried on for far less money than thirteen, and this shows what an important item this \$1,045.00 spent for transportation becomes. Whatever money we have saved by the consolidation of schools has been expended in such a way as to render value received for the expenditure. The expense incurred for transportation, although necessary and unavoidable, makes no showing in our record for the year, and we cannot suppress a regret that so large an amount of money must be diverted from its legitimate purpose."

Branford. The experiment tried during the past year of closing the Damascus school and transporting the children to the Center District has proved highly satisfactory, and the same plan has been continued for the current year. The results have clearly proven the wisdom of the change. We feel confident if the plan was carried still further and the other outside schools closed, and room and proper facilities supplied in the Center, at Harbor Street and Stony Creek, the best interests of the children, and therefore of the public, would be secured. By this concentration of children better grading would be attained and better results secured than is possible under the present arrangement of small and ungraded schools.

TEACHERS. — *Summary of Statistics, 1892-93.*

Number of teachers in winter,—male, 390; female,	
3,025: total,	3,415
Decrease, male, 29; increase, female, 100; total increase,	71
Number of teachers in summer,—male, 321; female,	
3,089: total,	3,410
Increase, male, 6; increase, female, 66; total increase,	72
Number of teachers continued in same school,	3,059
Increase for the year,	85
Number of teachers who never taught before,	388
Average wages per month for male teachers,	\$86.48
Increase for the year,	2.79
Average wages per month for female teachers,	40.64
Increase for the year,	1.16
Number of teachers whose wages was \$20 or less	
per month,—male, 7; female, 137: total,	144
Number of teachers whose wages was from \$20 to	
\$25 per month,—male, 32; female, 267: total,	299
Number of teachers who had attended some Nor-	
mal School,	936
Number of teachers' meetings held during the year,	24
Number of State certificates granted,	106
Number of State certificates renewed,	102
Number of State certificates in force, Sept. 1, 1893,	211

TEACHERS. — *Summary of Statistics, 1893-94.*

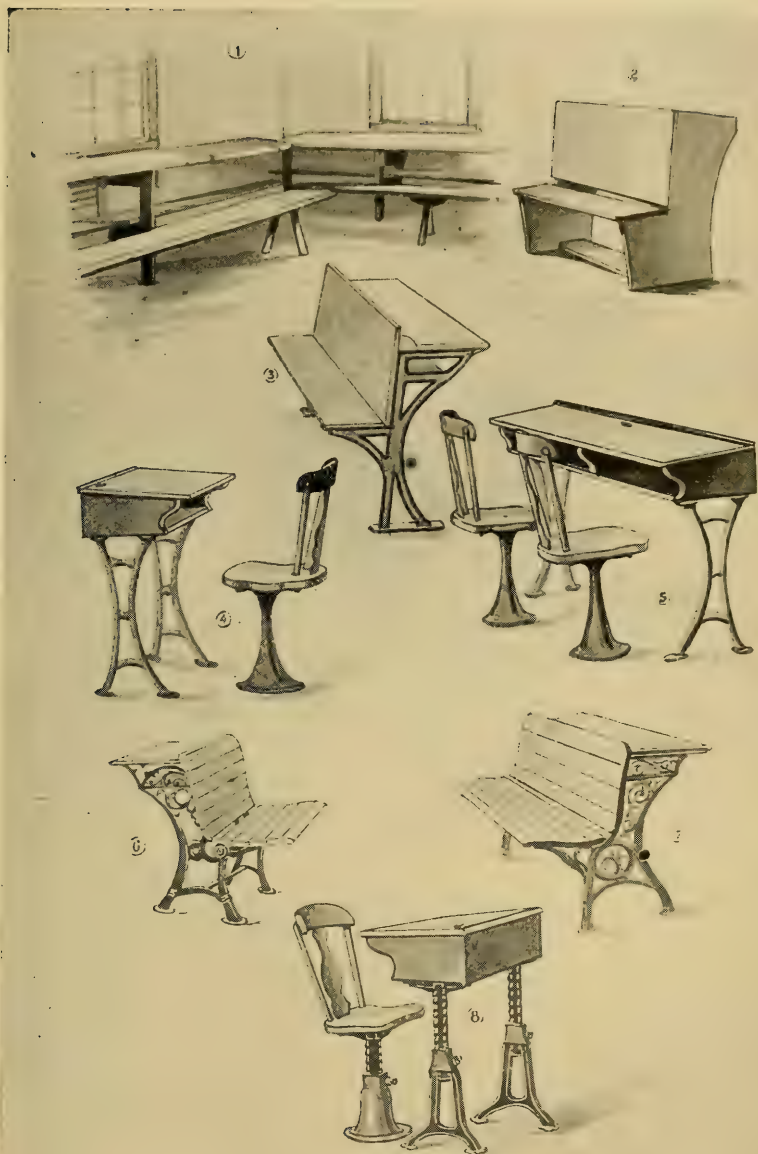
Number of teachers in winter,—male, 405; female,	
3,093: total,	3,498
Increase, male, 15; increase, female, 68; total increase,	83
Number of teachers in summer,—male, 332; female,	
3,163: total,	3,495
Increase, male, 11; increase, female, 74; total increase,	85
Number of teachers continued in same school,	3,171
Increase for the year,	112
Number of teachers who never taught before,	413
Average wages per month for male teachers,	\$85.87
Decrease for the year,	.61
Average wages per month for female teachers,	41.48
Increase for the year,	.84
Number of teachers whose wages was \$20 or less per	
month,—male, 9; female, 125: total,	134
Number of teachers whose wages was from \$20 to \$25	
per month,—male, 44; female, 292: total,	336
Number of teachers who had attended Normal School,	1,064
Number of teachers' meetings held during the year,	28
Number of State certificates granted,	117
Number of State certificates renewed,	141
Number of State certificates in force, Sept. 1, 1894,	258

The following table shows the number of teachers' meetings from September 1, 1891, to September 1, 1892 :

Date.	Towns.	Teachers.	School Officers.	Attendance.
1891.				
Oct. 2,	Andover,	38	8	150
7,	Prospect,	21	4	68
8,	Beacon Falls,	29	5	75
9,	North Haven,	35	7	125
13,	Berlin,	3	..	14
14,	Wapping (South Windsor),	45	12	180
20,	Collinsville (Canton), .	19	3	78
21,	Tolland,	46	13	200
22,	Rocky Hill,	32	4	115
23,	Thompson,	32	11	98
28,	Norfolk,	37	9	111
29,	Guilford,	21	3	65
30,	Pomfret,	53	10	175
Nov. 3,	Killingworth,	34	13	168
4,	Canterbury,	41	11	150
6,	Groton,	64	25	278
10,	Washington,	42	14	215
11,	New Fairfield,	17	4	63
13,	Stafford Springs,	115	25	400
18,	Monroe,	49	9	135
19,	Chester,	43	11	190
20,	Wilton,	41	9	125
1892.				
April 14,	Deep River (Saybrook), .	38	5	100
22,	Greeneville (Norwich), .	69	10	125

The following table covers the time from September 1, 1892, to September 1, 1893 :

Date.	Town.	Teacher.	School Officers.	Attendance.
1892.				
Sept. 21,	Cornwall,	31	10	105
28,	Somers,	32	4	110
30,	Fairfield,	28	6	350
Oct. 4,	Glastonbury,	68	10	188
5,	Watertown,	128	15	293
6,	Orange,	28	7	125
7,	Westport,	31	2	98
11,	Riverton,	10	5	120
13,	Niantic,	70	1	260
14,	Enfield,	63	5	136
18,	Avon,	18	4	100
19,	Bethel,	28	3	150
20,	Old Saybrook,	12	3	100
26,	North Branford,	12	3	55
27,	Morris,	18	8	100
Nov. 1,	Higganum,	35	2	150
2,	Lyme,	15	2	77
9,	Weston,	13	5	53
10,	Bethany,	8	2	100
11,	Franklin,	20	1	61
15,	Darien,	68	4	87
16,	Putnam,	65	3	88
17,	Columbia,	17	6	120
1893.				
Jan. 27,	Salisbury,	30	7	80



DESKS.

The following table shows teachers' meetings in school year 1893-94 :

Date.	Town.	Teachers.	School Officers.	Attendance.
1893.				
Sept. 12,	Warren,	18	..	91
13,	Bridgewater,	18	..	152
15,	Union,	19	7	131
19,	Sherman,	9	4	103
20,	Redding,	36	13	200
22,	Cheshire,	38	6	149
26,	No. Stonington,	38	5	125
29,	New Canaan,	15	5	250
Oct. 3,	Newtown,	42	..	149
4,	Bozrah,	18	..	150
6,	Westbrook, . . . . .	..	14	107
10,	Lebanon,	31	5	125
12,	New Hartford,	24	4	88
13,	Bolton,	4	1	60
17,	Trumbull,	6	4	50
19,	Durham,	10	2	142
24,	East Haddam,	19	5	174
25,	Middlebury,	102	5	250
27,	East Granby,	18	6	74
31,	Hebron,	23	2	165
Nov. 1,	Huntington,	24	2	136
3,	Westport,	18	1	47
7,	Sprague (Hanover),	15	3	55
10,	Sterling (Oneco),	19	2	66
14,	Woodbridge,	12	5	97
24,	Voluntown,	14	4	38
24,	Salisbury (Lakeville),	42	5	150
Dec. 8,	East Windsor (Warehouse Point),	38	2	48

The following were holders of State Certificates September 1, 1894 :

Abell, Anna E.	Barber, Lucretia J.	Bonney, Jennie G.
Abell, Margery	Barber, Mary E.	Bowers, Bertha N.
Ahern, Alice J.	Barber, Nellie M.	Boyle, Katherine L.
Allen, DeWitt C.	Bass, Harriet M.	Bradley, Lizzie H.
Allworth, Ida B.	Beard, Flora H.	Brierly, Grace E.
Ambler, Maud S.	Beebe, Lina H.	Brockway, Bertha L.
Andrews, Carlota	Bennett, Cora M.	Brown, Bessie A.
Andrews, Helen F.	Birdsey, Lucy E.	Brown, E. Ine
Andrews, Mary C.	Birtles, Rosa E.	Bryan, Charlotte P.
Armstrong, Isabella J.	Blake, Mary J.	Bubser, Anna A.
Avery, Eliza W.	Bliss, Frances M.	Buckley, Julia V.
Bacon, Mary C.	Bluntach, Margaret A.	Buell, Julia E.
Bannell, Bertha J.	Boardman, Alice E.	Bull, Adelia F.

Burke, Mary L.	Gauthier, Mary B.	Lake, Grace E.
Cadwell, George A.	Gay, Ella B.	Langdon, Amanda
Campbell, Sarah G.	Gilligan, Elizabeth F.	Landon, Kate H.
Carmody, Bessie A.	Gillum, Minerva M.	Larkin, Clara A.
Carpenter, M. Carabelle	Gleason, Hattie A.	Latham, Maud E.
Casey, Nellie	Golding, Ada H.	Leahy, Ellen A.
Chapman, Ella S.	Gould, Jeannette B.	Leonard, Ida A.
Chapman, Esther St. J.	Graeber, Antonie D.	Lester, Mabel E.
Cilley, Hattie F.	Greene, Alice L.	Livingstone, Alice M.
Clark, E. Abbe	Gridley, Edith M.	Mainwaring, May
Clark, Minnie L.	Guinan, Mary E.	Mallette, Jennie V.
Claven, Margaret I.	Griswold, Leonora A.	Manion, Nellie A.
Cleveland, May Cornelia	Guernsey, Mabel A.	Marshall, Mary L.
Clifford, Josie A.	Guttman, Alice M.	Martin, Margaret J.
Coe, Emma M.	Hall, Eda L.	Marvin, Joseph E.
Coffee, Anna L.	Hamlin, Mary W.	Mason, Mattie E.
Colburn, E. Gertrude	Hanna, Leonora S.	McArdle, Mary H.
Coleman, Mary E.	Hart, Mary E.	McCarthy, Margaret G.
Collins, Eugenie	Hart, Susie E.	McCue, C. Elizabeth
Cone, Emma L.	Harris, Elfie L.	McGrail, Ella T.
Cope, Grace M.	Hartigan, Sarah A.	McNulty, Annie E.
Cottle, Amy N.	Havens, Mary A.	Miller, Grace E.
Cummings, Rose A.	Helgrin, Louise O.	Miller, Sarah B.
Curtis, Effie B.	Helion, Margaret T.	Monahan, Julia A.
Cushing, Arthur B.	Hickox, Eva A.	Moore, Mary A.
Dagnall, Nellie G.	Hollister, Loretta P.	Moriarty, Rose A.
Dakin, Clare M.	Honan, Mary A.	Munson, Lucy J.
Devitt, Bridget C.	Hooker, Grace	Murphy, Katherine T.
Donahue, Julia A.	Howe, Ada E.	Myers, Cora E.
Dunham, Alice G.	Huested, Fannie E.	Nettleton, Grace L.
Durfey, Lucy G.	Huested, Florence E.	Nettleton, Orrie E.
Egan, Margaret A.	Jennings, Grace M.	Newberry, Edith
Elwood, Nellie	Jennings, M. Emma	Newton, Catherine L.
Ericson, Anna E.	Johnson, Carrie A.	Newton, Rosilla R.
Fahey, Sarah H.	Johnson, Lilian E.	Nichols, Mabel A.
Fairchild, Edith	Jones, Gladys M.	Noble, Eva L.
Fernquist, Hilma C.	Jones, Inez D.	Nolan, Alice K.
Filer, Emma R.	Jordan, Mary S.	Noonan, Mary F.
Fish, Alice B.	Kearney, Rose A.	Norton, Edith S.
Flint, Georgianna	Kelleher, Josephine A.	Norton, Hannah M.
Flynn, Elizabeth I.	Kelley, Marcella M.	Noyes, C. Winfield
Forsman, Agnes	Kelly, Mary M.	Palmer, Fannie
Fox, Elizabeth L.	Kelly, Emily W.	Parker, Jessie I.
Frahcis, Emma L.	Kelly, Josephine F.	Parkhurst, A. Mabel
Frawley, Bertha C.	Kershaw, Hattie E.	Parsons, Agnes D.
Fuller, Alice H.	King, Frank S.	Perkins, Florence I.
Gadbois, Anna M.	Kinney, Florence F.	Pinney, Margaret F.
Gaffney, Mary J.	Kinney, Florence M.	Pistorius, Minnie A.
Gallup, Anna B.	Kloppenburg, Eleanor	Potter, Orrie P.

Prochnow, Sophia S.	Smith, Louise	Turner, Alice M.
Purrington, Jenny E.	Smith, Marion G.	Turner, Amelia L.
Quinlan, Ellen T.	Smith, Wenna L.	Turner, Edith L.
Quinlan, Martha A.	Stanton, Florence H.	Verplanck, Frederick A.
Quigg, Mary B.	Stearns, Ella R.	Wadhams, Julia E.
Raymond, Katherine G.	Stillman, Clara M.	Wadhams, Lucy B.
Rexford, Mary C.	St. John, Annie A.	Walsh, Mary A.
Robbins, Martha M.	St. John, Delia E.	Warner, Elsie M.
Robbins, Mary E.	Strong, Harriet V.	Warner, Hattie F.
Robinson, Anna M.	Strong, Jennie D.	Washburn, Clara M.
Ryan, Caroline A.	Sullivan, Lizzie G.	Washburn, Ella A.
Ryan, Julia A.	Swan, Nellie F.	Wells, Emily H.
Satterlee, Amy B.	Tatem, F. May	Westermann, C. Rosalie
Savage, Julia S.	Taylor, Myrtilla P.	Wheelock, Kate P.
Scanlan, Eliza S.	Terry, Jane A.	White, Daisy
Service, Isabella T.	Thomas, Augusta M.	Wightman, Lina E.
Sheldon, Marion A.	Thompson, Cornelia B.	Wilcox, Lina D.
Sheldrick, Josephine M.	Thompson, F. May	Wilcox, Marion
Sheridan, Della I.	Thompson, Lizzie M.	Wildes, Ada S.
Sims, Carrie I.	Thompson, Mary K.	Winslow, Emma E.
Sinnott, Elizabeth E.	Treloar, E. Angeline	Wood, Cora E.
Smart, Leila M.	Trowbridge, Kate T.	Wood, Mary A.
Smith, Beatrice S.	Trumbull, Anna M.	Wood, Winnifred A.
Smith, Ellen C.	Tuite, Mary E.	Wooding, Mary E.
		Total, 258.

SCHOOLS.

Summary of Statistics, 1892-93.

Number of towns in the State, . . .	168
Number of school districts in the State, . . .	1,386
Number of public schools, . . .	1,584
Decrease for the year, . . .	10
Number of departments in public schools, . . .	3,171
Increase for the year, . . .	40
Average length of public schools, . . .	182.74 days
Increase for the year, . . .	.44 days
Number of schools of two departments, . . .	135
Number of schools of three departments, . . .	60
Number of schools of four departments, . . .	46
Number of schools of five departments, . . .	18
Number of schools of six or more departments, . . .	117
Number of public high schools, . . .	32
Whole number of graded schools, . . .	376
Number of evening schools, . . .	24
Number of normal schools, . . .	3

Summary of Statistics, 1893-94.

Number of towns in the State,	168
Number of school districts in the State,	1,347
Number of public schools,	1,561
Decrease for the year,	23
Number of departments in public schools,	3,236
Increase for the year,	65
Average length of public schools,	182.92 days
Increase for the year, . . . .	.18 days
Number of schools in two departments,	138
Number of schools in three departments,	55
Number of schools in four departments,	46
Number of schools in five departments,	16
Number of schools in six or more departments,	130
Number of public high schools,	36
Whole number of graded schools,	385
Number of evening schools,	45
Number of Normal schools,	3

EVENING SCHOOLS.

The following is the law concerning evening schools passed by the General Assembly of 1893 :

[Chapter ccxxvii, Public Acts 1893.]

SECTION 1. Every town and school district having ten thousand or more inhabitants shall establish and maintain in addition to the schools required by law evening schools for the instruction of persons over fourteen years of age in such branches as the proper school authorities of the town or district shall prescribe ; *provided*, that this act shall not apply to any district located in a town which maintains such schools.

SEC. 2. The board of school visitors, board of education, or town school committees shall have the same supervision over evening schools established pursuant to this act as is by law conferred upon the school committees of consolidated districts.

SEC. 3. No person over fourteen and under sixteen years of age, who cannot read and write, shall be employed in any manufacturing, mercantile, or mechanical occupation in any town where evening schools are established under the provisions of the preceding sections, unless he can produce, every school month of

twenty days, a certificate from the teacher of an evening school established under this act showing that he has attended such school twenty consecutive evenings in the current school year, and is a regular attendant. Any person who shall employ a child contrary to the provisions of this act shall be fined not more than fifty dollars.

SEC. 4. The board of school visitors, board of education, or town committee, as the case may be, of any town wherein evening schools are established and maintained, under this act, shall annually on the first Monday in July, certify to the comptroller the average number of scholars attending such schools within the current school year, and the comptroller shall thereupon draw his order on the treasurer of the state, in favor of such board of education, board of school visitors, or town committee, for the use of such schools, in the sum of three dollars for each scholar included in the number so certified, and the treasurer shall pay the same upon presentation. No money shall be paid under the provisions of this section unless such evening schools have been maintained for at least one hundred sessions in each school year, nor until the board of school visitors, board of education, or town committee, has reported to the state board of education concerning the condition and progress of said schools.

SEC. 5. Any town of less than ten thousand inhabitants may at its annual town meeting vote to establish evening schools under the provisions of this act.

SEC. 6. The provisions of section 1755 of the general statutes shall be applicable to section three of this act.

I. *Where Evening Schools are to be established*

1. This law appears to be obligatory on towns having ten thousand or more inhabitants, whether a school district in such towns maintains such schools or not. But doubtless the intent of the law will be fully met if evening schools are maintained by a district within the town and including all the parts of the town in which there are persons required by the law to attend or desiring to attend such schools. It is evidently the intent of the law that these schools shall be open to all such persons, therefore the schools should be sufficient in number and so located as to be accessible to all such persons in any part of the town.

2. Any town may assume the same duties regarding evening

schools and be entitled to the same support from the State as a town having ten thousand or more inhabitants, if it is so voted at the annual town meeting.

II. *Who are to establish and supervise Evening Schools*

The duties of boards of school visitors, boards of education, and committees are defined by referring to the General Statutes defining the duties of school committees in consolidated districts, section 2197. These duties, as they relate to evening schools, are:

“Shall see that good public schools of the different grades are maintained in the various parts of the town.

“To examine teachers and visit schools.

“Determine the number and qualifications of scholars to be admitted into each school.

“Designate the schools which shall be attended by persons within their jurisdiction.”

For more explicit definition of the duties of these boards or committees see General Statutes, sections 2135-2151 and 2213, 2214.

III. *Attendance*

1. *Who may attend.*—Section 1 of this Act: “Persons over fourteen years of age.”

2. *Who must attend.*—Section 3: Persons over fourteen and under sixteen years of age who cannot read and write and are employed in any manufacturing, mercantile, or mechanical occupation. This is compulsory. See *Enforcement and Penalties*, Section VII of this paper.

Ability “to read and write” is construed to mean ability to read and write the English language, and to read understandingly, and to write legibly from dictation or without a written copy.

IV. *Employment*

Section 3 appears to make it unlawful to employ any person over fourteen and under sixteen years of age who cannot read and write, in any town after an evening school is opened, until such person has attended the school twenty evenings, without an absence. However, doubtless the intent of the law will be met if the person commences attending the school, and attends regularly. But if, after the expiration of four weeks, or when the school has been in session twenty evenings, he cannot produce a

certificate that he has been present that number of sessions his further employment must be regarded as a violation of law. The employer should demand a new certificate at the expiration of each four weeks the school is in session.

V. *Teachers*

Besides giving faithful instruction teachers must keep a register correctly, using the form furnished by the State, and at the expiration of each four weeks, or twenty sessions of the school, should give every person over fourteen and under sixteen years of age who has been present twenty sessions a certificate of such attendance. Whenever a person who had been ranked as one who could not read and write is found to be able to do so, as defined above, the teacher may furnish him a certificate to that effect. Blank forms for certificates will be furnished by the State.

At the close of the school for the year the average attendance is to be carefully computed by dividing the aggregate attendance by the number of evenings the school was in session.

VI. *State Appropriation*

Is based on the average attendance ; but it does not appear that any town or district is entitled to this unless the school has been in session at least one hundred evenings.

VII. *Enforcement and Penalties*

Section 3 of this law referring to section 1755 of the General Statutes makes it the duty of the State Board of Education, by its agents and the school visitors, boards of education, and school committees of towns, to enforce this law.

The penalty for employing a child over fourteen and under sixteen years of age who cannot read and write, and does not attend an evening school when established in the town, is a fine not exceeding fifty dollars.

If such child refuses to attend an evening school and is discharged from employment, he will be liable to arrest under truant laws and laws concerning the Connecticut School for Boys. General Statutes, sections 2112, 2113, 2117, 3628.

If the parent or other person having control of such child permits him to be unlawfully employed, or to be idle, such parent or person having control of the child will be liable to the penalty for not causing his child to attend school, five dollars for each week of failure. General Statutes, section 2102.

WHOM THE LAW REGARDING EVENING SCHOOLS
ESPECIALLY CONCERNS.

I. *Boards of School Visitors, Boards of Education, and Town School Committees* to see that evening schools are established, maintained, and properly conducted.

II. (a) *Any persons over fourteen years of age who may desire to attend such schools.*

(b) *All persons over fourteen and under sixteen years of age who cannot read and write* and are employed or desire employment in any manufacturing, mercantile, or mechanical occupation. If such persons refuse or neglect to attend evening schools, when established in the town where they reside, they cannot be lawfully employed, and if idle, they will be liable to arrest under the laws of the State concerning truancy and the Connecticut School for Boys.

To read and write, as used in this law, is construed to mean to read the English language intelligently and to write the same legibly from dictation, or without written copy.

III. *Parents and other persons having control of children over fourteen and under sixteen years of age, who cannot read and write.* If such children do not attend the evening schools and are unemployed or are unlawfully employed, the parents or persons having control of them will be required by the laws of the State, section 2102, to cause the children to attend a day school. Failing to do this, they will be liable to the penalty of five dollars for each week of failure.

IV. *Employers of children over fourteen and under sixteen years of age.* If they employ such children who cannot read and write, in any manufacturing, mercantile, or mechanical occupation in towns where evening schools are established, they will be liable to the penalty of fifty dollars if the children do not attend the evening schools and show certificates of such attendance.

An employer can easily ascertain whether a child can read English intelligently and write legibly by requiring him to read a few sentences, then to state the meaning and to write the same.

It will be regarded as compliance with the law if a child commences attending the evening school when established and continues to attend regularly. In such cases employment need not be interrupted, but the certificates of attendance should be re-

quired by the employer at the expiration of every four weeks the school is in session.

V. The State Board of Education by its Agents, School Visitors, Boards of Education, and Town Committees of Schools are required by section 3, referring to section 1755 of the General Statutes, to enforce this law.

Evening schools may also be established under the following sections of the General Statutes :

SEC. 2119. Every town may establish and maintain in addition to the schools required by law, public evening schools for the instruction of persons over fourteen years of age, in the branches taught in the public day schools, and such other studies as may be prescribed by the board of school visitors of such town.

SEC. 2138. The board of school visitors shall have the same supervision over public evening schools, established pursuant to this title, as is by law conferred upon the school committee of consolidated districts.

SEC. 2139. The board of school visitors, board of education, or town committee, as the case may be, of any town wherein such public evening schools are established and maintained, shall, annually, upon the first Monday of June, certify to the Comptroller the average number of scholars attending such schools within the current school year, said year beginning on the first day of September; and the Comptroller shall thereupon draw his order on the Treasurer of the State in favor of such board of school visitors, board of education, or town committee, for the use of such schools, in the sum of one dollar and a half for each scholar included in the number so certified, and the Treasurer shall pay the same upon presentation.

SEC. 2140. It shall be the duty of boards of school visitors, boards of education, and town committees of towns claiming the benefits of the preceding section to maintain such evening schools for a continuous term of not less than fifty sessions in each school year, as above defined, and to report annually during the month of September to the State Board of Education concerning the condition and progress of the same.

The following tables give in detail the condition of evening schools :

TABLE XXV.—

TOWN.	Number of Schools.	Number of Sessions.	RECEIPTS.			EXPENSES.					
			Received from State Appropriation.	Town Treasury.	Other Sources.	Total.	Teachers' Wages.	Fuel and Incidentals.	Rent.	Other Objects.	Total.
Ansonia,	1	100	\$74.07	\$163.41	.....	\$237.48	\$193.00	\$44.48	.....	.....	\$237.48
Bridgeport, ...	2	100	379.83	727.52	.....	1,107.35	946.00	60.35	.....	\$101.00	1,107.35
Danbury,	3	100	148.80	977.99	.....	1,126.79	492.00	.....	\$500.00	134.79	1,126.79
Greenwich, ..	1	100	48.00	186.50	.....	234.50	200.00	4.50	.....	30.00	234.50
Hartford,	1	100	555.00	3,517.47	\$12.00	4,084.47	2,177.00	1,342.47	540.00	25.00	4,084.47
Meriden,	1	50	.....	100.00	.....	100.00	50.00	37.50	.....	12.50	100.00
Middletown, ...	1	100	116.04	159.96	.....	276.00	200.00	.....	76.00	.....	276.00
New Britain, ..	2	100	285.00	1,134.04	.....	1,419.04	1,171.75	77.43	.....	169.86	1,419.04
New Haven, ..	10	100	1,242.00	*5,146.31	.....	6,388.31	5,098.50	275.81	620.00	394.00	6,388.31
New London, ...	1	100	78.00	458.99	.....	536.99	400.00	61.99	.....	75.00	536.99
Norwalk,	1	100	652.17	4,272.52	.....	4,924.69	2,700.75	1,307.86	.....	916.08	4,924.69
Norwich,	4	100	600.75	1,113.64	.....	1,714.39	1,084.25	248.27	190.00	191.87	1,714.39
Stamford,	4	100	193.77	861.34	.....	1,055.11	946.50	34.86	.....	73.75	1,055.11
Vernon,	4	100	360.00	675.09	.....	1,035.09	728.00	267.09	.....	40.00	1,035.09
Wallingford, ...	1	100	267.84	266.00	.....	533.84	324.00	5.08	15.00	189.76	533.84
Waterbury, ...	7	100	873.60	*3,417.29	.....	4,290.89	3,421.26	569.64	.....	299.99	4,290.89
Windham,	2	100	147.00	762.18	.....	909.18	552.00	152.18	205.00	.....	909.18
.....	46	...	\$6,021.87	\$23,940.25	\$12.00	\$29,974.12	\$20,685.01	\$4,489.51	\$2,146.00	\$2,653.60	\$29,974.12

* District Treasury.

EVENING SCHOOLS.

REGISTRATION.			ATTENDANCE.		TEACHERS.				SCHOOLS HELD.			
No. under 14.	No. over 14.	Whole Number.	Av. under 14.	Av. over 14.	No.		AVERAGE WAGES.		Months.	Days.	Hours.	
					Male.	Female.	Male.	Female.				
..	167	167	.....	24.69	2	..	\$1.00 per eve.	.....	Nov, Dec., Jan., Feb., Mch., Apr.,	Mon., Tues., Wed., Thurs., Friday.	7.30 to 9.30 P.M.	
..	520	520	.....	126.61	1	5	\$2.00	"	\$1.50 per eve.	Nov., Dec, Jan., Feb., Mch., Apr.,	Mon., Tues., Wed., Thurs., Friday.	7.00 to 9.00 "
12	182	194	2.90	49.60	2	1	\$2.00	"	\$1.00	Dec., Jan., Feb., Mch., Apr.,	Mon., Tues., Wed., Thurs., Friday.	7.00 to 9.00 "
..	45	45	.....	16.00	1	..	\$2.00	"	.....	Jan, Feb., Mch., Apr., May, June,	Mon., Tues., Wed., Thurs., Friday.	7.00 to 9.00 "
..	904	904	.....	185.00	4	6	\$3.62	"	\$1.50 per eve.	Oct., Nov., Dec., Jan., Feb., Mch.,	Mon., Tues., Wed., Thurs., Friday.	7.00 to 9.00 "
10	90	100	8.00	72.00	1	7	.....	.....	.....	Oct., Nov., Dec.,	Tues., Wednesday, Friday.	7.00 to 9.00 "
..	70	70	....	38.68	1	..	\$2.00	"	.....	Nov., Dec., Jan., Feb., Mch.,	Tues., Wed., Thurs., Fri., Sat.	7.00 to 9.00 "
10	547	557	2.00	93.00	3	10	\$2.08	"	\$1.25 per eve.	Oct., Nov., Dec., Jan., Feb., Mch.,	Mon., Tues., Wed., Thurs., Friday.	7.15 to 9.00 "
11	2,106	2,117	2.00	465.00	33	3	\$2.00	"	\$1.66	Oct., Nov., Dec., Jan., Feb., Mch.,	Mon., Tues., Wed., Thurs., Fri., Sat.	7.00 to 9.00 "
4	114	118	....	26.00	2	1	\$1.50	"	\$1.00	Nov., Dec., Jan., Feb., Mch.,	Mon., Tues., Wed., Thurs., Friday.	7.00 to 9.00 "
3	708	711	1.20	217.39	6	13	\$2.50	"	\$1.75	Nov., Dec., Jan., Feb., Mch., Apr., May,	Mon., Tues., Wed., Thurs., Friday.	7.30 to 9.30 "
3	698	701	.09	200.25	9	3	\$1.25	"	\$1.00	Oct., Nov., Dec., Jan., Feb., Mch., April,	Mon., Tues., Wed., Thurs., Friday.	7.30 to 9.00 "
..	281	281	.....	64.59	2	5	\$3.00	"	\$2.00	Nov., Dec., Jan., Feb., Mch., Apr.,	Mon., Tues., Wed., Thurs., Friday.	7.30 to 9.30 "
..	450	450	.....	120.00	2	3	\$2.00	"	\$1.60	Oct., Nov., Dec., Jan., Feb., Mch.,	Mon., Tues., Wed., Thurs., Friday.	7.00 to 9.00 "
..	144	144	....	89.28	1	2	\$1.50	"	\$1.00	Oct., Nov., Dec., Jan., Feb., Mch., April,	Monday, Tuesday, Thurs., Friday.	7.00 to 9.00 "
..	814	814	.....	309.00	4	23	\$2.50	"	\$1.87	Oct., Nov., Dec., Jan., Feb., Mch., April,	Mon., Tues., Wed., Thurs., Friday.	7.00 to 9.00 "
4	167	171	1.00	49.00	1	3	\$2.00	"	\$1.50	Nov., Dec., Jan., Feb., Mch., Apr.,	Mon., Tues., Wed., Thurs., Friday.	7.00 to 9.00 "
57	8,007	8,064	17.19	2,146.09	75	85	.....	.....	.....	.....	.....	.....

Summary.

The following gives a summary of statistics of Evening Schools for the years 1887-94:

EVENING SCHOOLS.

REPORT OF YEAR.	Number of schools.		Average number of sessions.		RECEIPTS.			EXPENSES.				REGISTRATION.			ATTENDANCE.		TEACHERS.			
					Received from State appropriation.	Town or district treasury.	Other sources.	Total.	Teachers' wages.	Fuel and incidentals.	Rent.	Other objects.	Total.	Number under 14.	Number over 14.	Whole number.	Average under 14.	Average over 14.	Male.	Female.
1888	26	..	\$1,434.00	\$6,981.75	\$661.91	\$9,077.56	\$6,542.13	\$1,379.80	\$287.50	\$867.98	\$9,077.41	64	2,631	2,695	27	956	39	24		
1889	33	..	1,284.00	7,281.14	225.00	8,790.14	6,569.22	1,424.31	200.00	596.61	8,790.14	73	2,428	2,501	23	856	37	24		
1890	32	..	1,510.50	6,999.09	5.43	8,515.02	6,470.82	1,309.35	215.00	519.85	8,515.02	59	2,952	3,011	18	1,007	40	24		
1891	27	..	1,308.75	7,587.52	.....	8,896.27	7,029.41	1,001.48	200.00	665.38	8,896.27	22	2,861	2,883	10	872	39	31		
1892	35	..	1,309.05	8,380.20	.....	9,689.25	6,834.47	1,805.71	201.67	847.40	9,689.25	73	3,017	3,090	13.7	871.9	33	35		
1893	39	..	1,631.85	11,518.51	30.47	13,180.83	7,642.96	1,364.45	875.00	3,298.42	13,180.83	63	3,343	3,406	11.8	1,138.5	41	65		
1894	24	..	1,435.57	11,023.09	.....	12,458.66	6,590.11	1,003.02	1,377.69	3,487.84	12,458.66	71	3,123	3,194	16.0	958.0	32	40		
1895	46	..	6,021.87	23,940.25	12.00	29,974.12	20,685.01	4,489.51	2,146.00	2,653.60	29,974.12	57	8,007	8,064	17.19	2,146.09	75	85		

The following are reports of Mr. Giles Potter, who visited evening schools :

New Britain.—The evening schools in this city were held in the old Normal School building and in the Bartlett School building, occupying two rooms in each building. Males only were admitted Monday, Wednesday, and Friday evenings, and females only Tuesday and Thursday evenings. The evening of my visit about 50 boys were present in each school. They were instructed in the ordinary English branches, including bookkeeping. In one of the rooms, at the time of my visit, the exercise was a language lesson in writing. The papers were well written, and showed good attention and care.

Rockville.—These schools, though not required by the law, were well sustained and conducted, and were eminently successful,—largely owing to the popularity, ability, and tact of the principal, Mr. H. P. Topliff, assisted by three other experienced teachers, including a teacher of a German department. Instruction was given in the ordinary English branches, including bookkeeping. In the German department Germans were taught English. Ninety-eight were enrolled in this department, all of whom, except three, were over sixteen years of age.

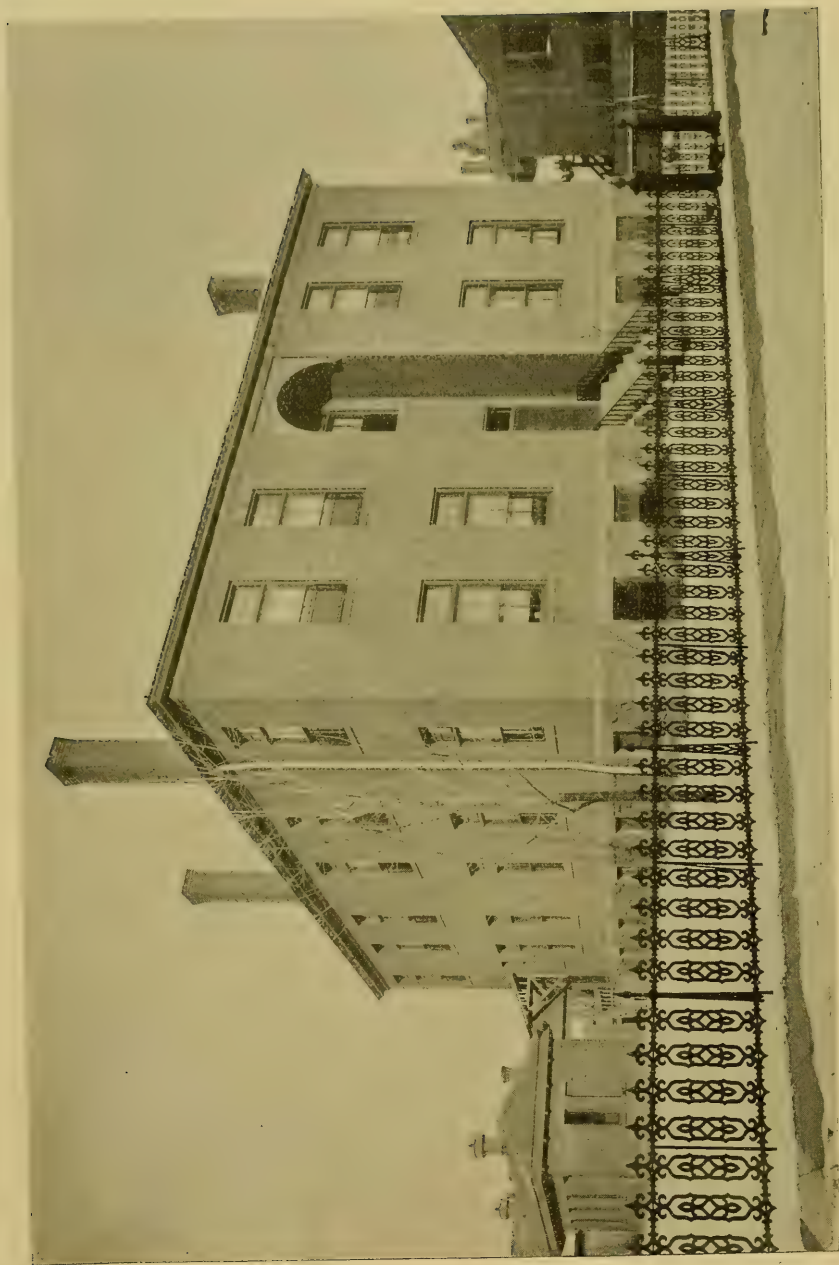
Middletown.—The evening school in this city was held in a second-story room on Main street, sufficiently large to accommodate all who attended, and furnished with long tables and chairs; but the surroundings made it quite unsuitable for a school. In the room above a club or society of some kind held its meetings, and a brass band practiced in an adjoining room. The teacher was a gentleman of experience, thoroughly competent and faithful. There was no demand for instruction beyond the rudiments of the common English branches. The average attendance during the time previous to my visit, February 9th, had been thirty. That evening, however, there was a concert or show of some kind near by, and only one pupil was present.

Meriden.—The rooms provided for this school were in the City Hall building, but were not sufficiently large, nor were they properly furnished. I found 88 scholars present; 65 of these in a room about 24 by 20 feet; 15 in another small room, and eight in another. There were 120 names on the register

Instruction was given in the common English branches,—quite rudimentary, for the most part. There were 15 pupils who could not read English; these were in a room by themselves. The principal teacher is a lady of much experience, assisted by a young man and three or four young ladies. There was no disturbance on the part of any, and all seemed eager to learn.

Waterbury.—The evening schools in this city were held in seven of the public school buildings. The principal schools were in the Clay Street building, with nine teachers, and in the Bank Street building, with seven teachers. These were the only schools that I visited. Being near the end of the term, and a stormy evening, the number of pupils present was small. There had been registered in the Clay Street School 289; there were present only 22. In the Bank Street School the number registered was 177; the number present, 22. In the Clay Street School one room had been given to pupils who spoke French but desired to learn English. In all the other departments the instruction was in the ordinary English branches, including bookkeeping. In one of the schools considerable interest was manifest in penmanship. The order was excellent, and those present seemed to be there to learn.

New Haven.—At different times from November to March I visited the New Haven evening schools. These schools were held in twelve rooms in the High School building, two rooms in Germania Hall for Germans, two rooms in the old Fair Street School building, and two rooms on Wallace Street for Italians; one room in each of the Jewish Synagogues on Temple and Factory streets, for Russians; in St. Louis Church, Chapel street, for French, and in two rooms in the Woolsey School building, Fair Haven. In these schools there were pupils from thirteen to forty-five years of age. Those who could speak English were well arranged in classes and, for the most part, instructed in the common branches taught in the public day schools. I heard one small class reciting Latin. Some were instructed in mechanical drawing. In the schools where were gathered those who could not speak English, the efforts of the teachers seemed to be to teach them to speak and read English. All the teachers of these classes spoke the languages of the learners as well as English, and the methods pursued seemed to be much the same as those used in teaching English-speaking



KINDERGARTEN, BROWN SCHOOL, HARTFORD.

pupils another language. There was no disorder in any of these schools, and the pupils generally seemed to be interested in their studies. Some of the scholars were reported as having made excellent advancement.

KINDERGARTENS.

The following tables show the kindergartens of the State in the years 1892-3 and 1893-4.

TABLE XXVII. —

Town.	Kindergartners.	Children.		Supported by.	Expenses.	
		3 Years and under.	Over 4.		Salaries.	Material.
Bridgeport :						
Froebel Kindergarten.....	1	5	40	Tuition,.....		
Park City Kindergarten,....	1	7	13	Tuition,.....		
Myrtle Avenue Kindergarten	1	4	56	Tuition,.....		
Bristol :						
District No. 2, North Side,...		4	60	Public Money,..	\$400	\$30.00
South Side,.....		8	152	Public Money,..	450	30.00
Hill School.....		14	101	Public Money,..	614	
Danbury.....	1	5	15	Tuition,.....		
East Haven,.....	1	1	14	Tuition,.....		
Glastonbury :						
Glastonbury Kindergarten,..	1	6	10	Tuition,.....		
Greenwich,	1		9	Tuition,.....		
Public School Kindergarten,	1		102	Public Money,..		
Hartford :						
¹ Arsenal School,.....		3	63	Public Money,..	105	100.00
Brown School,.....	8		280	Public Money,..	5,000	
North East School,.....			55	Public Money,..	400	
Second North School,.....	4		86	Public Money,..	1,318	120.69
South School and Charter						
Oak Avenue School,.....		12	150	Public Money,..	2,400	120.00
West Middle School,.....			111	Public Money,..	1,850	
Washington Street School,...	1		45	Public Money,..	250	
Meriden,	1	3	12	Tuition,.....		
Middletown,	1		10	Tuition,.....		
New Britain :						
Burritt School,.....	1	12	122	Public Money,..	400	40.00
High School Building,.....	1	3	34	Public Money,..	400	60.00
Rockwell School,.....	1	19	120	Public Money,..	400	70.00
State Normal School,.....	5	24	112	Public Money,..	3,000	250.00
New Haven :						
Edwards Street School,.....	2		82	Public Money,..	600	41.00
Fair Street School,.....	1		69	Public Money,..	450	20.00
Hamilton School,.....	2		108	Public Money,..	750	54.00
Miss Livermore's Kinder-						
garten,.....	1	1	32	Tuition,.....		
Miss Leighton's School,....	1	4	20	Tuition,.....		
Skinner School,.....	2		72	Public Money,..	750	36.00
Welch.....	2		88	Public Money,..	1,000	61.00
West End Institute,.....	2		21	Tuition,.....		
Winchester,.....	2		106	Public Money,..	750	52.00
	1		45	Tuition,.....		
New Milford :						
Sunny Nook,.....	1		23	Tuition,.....		
North Woodbury,.....	1	8	8	Tuition,.....		
Norwalk :						
Over River,..	1		70	Public Money,..	450	

¹ Opened in May.

KINDERGARTENS, 1892-93.

Sessions.		Building.	Name of Kindergartner.
Number.	Number of hours.		
1	4	Private house,.....	Fannie A. Smith.
1	3	St. Paul's Parish building,.....	Mrs. B. F. Walker.
2	4½	Private house,.....	Miss M. M. McNall.
2	4½	North Side school,.....	Bessie Smith.
2	4¼	South Side school,.....	Fanny P. Brown.
2	4½	Hill school,.....	Florence J. Pierce.
1	3	School of music,.....	Edith C. Barnum.
1	4	Private house,.....	Fannie B. Pease.
1	2½	Academy building,.....	Mary C. Frink.
1	3	Private house,.....	Emma Moore.
2	5¾	Public school building,.....	Nellie M. Sampson.
1	2¾	Arsenal school,.....	Anne Burr Wilson.
1	3	Kindergarten building,.....	Florence Page.
2	...	North East school,.....	Clara G. Wessel.
1	3	Second North school,.....	S. Elizabeth Towne.
		South school and Charter Oak	Charlotte S. McMurray, Kate P.
1	3	Avenue school,.....	Safford.
1	3	West middle school,.....	Adella M. Woodcock.
2	4	Washington street school,.....	Alice S. Hawkins.
1	3	Private house,.....	Ida K. Pinks.
2	3	Private house,.....	Bertha L. Sheldon.
1	2½	Burritt school,.....	M. Josephine Barry.
1	2½	High school building,.....	Elizabeth W. Welles.
1	2½	Rockwell school,.....	Bertha S. Dates.
1	2½	State Normal school,.....	Clara W. Mingins.
1	2½	Edwards street school,.....	Isabel B. Bird.
1	2½	Fair street school,.....	Ellen Hill.
1	2½	Hamilton school,.....	Jessie I. Scranton.
1	3	Private house,.....	Mary C. Livermore.
1	3½	Private house,.....	Alma Leighton.
1	2½	Skinner school,.....	Lucia M. Bower.
1	2½	Welch training school,.....	Frederica Beard.
1	3	West End Institute building,.....	M. L. Crosette.
1	2½	Winchester school,.....	Emma J. Tuttle.
1	4	Private house,.....	Carrie M. Chapman.
2	5	.....	Mary C. Wells.
2	4	Private house,.....	Mrs. N. M. Strong.
1	3	Over River school,.....	S. Emma Cook.

TABLE XXVII. —

Town.	Kindergartners.	Children.		Supported by.	Expenses.	
		3 Years and under.	Over 4		Salaries.	Material.
Norwich :						
Free Academy Kindergarten,	1	.....	44	Subscription,.....		
Plymouth,.....	1	3	36	Public Money,..	450	\$35.00
Putnam,	1	.....	13	Tuition,.....		
Ridgefield, ...	1	.....	24	Subscription,.....		
South Manchester :						
9th School District,.....	2	24	207	Public Money,..		
Stamford,	1	.....	12	Tuition,.....		
Stratford :						
Froebel Kindergarten,.....	1	7	28	Tuition,.....		
Waterbury :						
Free Kindergarten,.....	1	10	15	Subscription,.....		
Froebel Kindergarten,.....	1	3	27	Tuition,.....		
West Hartford,	1	1	20	Public Money,..	400	
Willimantic :						
Natchaug District,.....	2	9	72	Public Money,..	940	40.00
State Normal, First District,	3	3	103	Public Money,..	1,500	

KINDERGARTEN, 1892-93.—CONTINUED.

Sessions.

Number.	Number of hours.	Building.	Name of Kindergarten.
1	3	Private house,.....	Myrta E. Kemp.
2	3 $\frac{3}{4}$	Terryville school building,.....	Miss Lois J. Swett.
1	3	Private house,.....	May L. Bradford.
1	2 $\frac{3}{4}$	Central school building,.....	Adelaide M. Rogers.
2	4 $\frac{1}{2}$	Public school,.....	Georgianna Minor.
1	3	Private house,.....	Carrie A. Hoyt.
1	4	.....	Margaret B. DeLacour.
1	3	3d Congregational church,.....	Harriet J. Dutton.
1	3	Private house,.....	Emma S. Kelsey.
2	5	Center school,.....	Lottie A. Butler.
2	4	Public school,.....	Kate W. Hutchinson.
2	4	Public school,.....	Lillian M. Cowles.

TABLE XXVIII.—

Towns.	Kindergartners.	Children.		Supported by.	Expenses.	
		3 Years and under.	Over 4.		Salaries.	Material.
Bridgeport :						
Froebel Kindergarten,.....	1	5	35	Subscription,.....		
Park City Kindergarten,.....	1	2	17	Tuition,.....		
Myrtle Avenue Kinder-						
garten,.....	1	4	24	Tuition,.....		
Bristol :						
District No. 2, North Side, ..	1	4	67	Public Money, ..	\$400	\$20.00
South Side,.....		5	105	Public Money, ..	800	10.00
Hill School,.....	2	8	115	Public Money, ..	850	30.00
Danbury,.....	1		15	Tuition,.....		
Danielsonville,.....	1	1	13	Tuition,.....		
East Hartford,.....	1	6	55	Public Money, ..	360	
Glastonbury :						
Glastonbury Kindergarten, ..	1	2	24	Tuition,.....		
Greenwich :						
Miss Elliott's,.....	1		14	Tuition,.....		
	1		124	Public Money, ..		
Hartford :						
Arsenal School,.....	4		52	Public Money, ..	1,400	150.00
Brown School,.....	6		280	Public Money, ..	3,800	52.82
Charter Oak Avenue School, ..	2		51	Public Money, ..	600	50.00
Lawrence Street School,.....	3		63	Public Money, ..	750	50.00
North East School,.....	2		139	Public Money, ..	900	50.00
¹ Parkville,.....	2		40	Public Money, ..	600	150.00
Second North School,.....	4		122	Public Money, ..	1,390	54.17
South School,.....	5		124	Public Money, ..	1,500	100.00
West Middle School,.....	4	10	124	Public Money, ..	1,990	
Washington Street School, ..	2		55	Public Money, ..	300	
	1	1	10	Tuition,.....		
Meriden,.....	1		24	Tuition,.....		
Middletown,.....	1	1	13	Tuition,.....		
New Britain :						
Burritt School,.....			95	Public Money, ..	425	10.00
² East Street School,.....	2		24	Public Money, ..	380	64.03
High School Building,.....			75	Public Money, ..	380	10.00
Rockwell School,.....	1		93	Public Money, ..	400	10.00
State Normal School,.....	4	18	110	Public Money, ..	2,500	200.00
New Haven :						
Edwards Street School,.....	2		91	Public Money, ..	700	41.23
Fair Street School,.....	2		77	Public Money, ..	750	71.31
Hamilton School,.....	2		70	Public Money, ..	850	30.71
Miss Livermore's Kinder-						
garten,.....	1	1	45	Tuition,.....		
Miss Leighton's School,....	1	4	27	Tuition,.....		
³ Oak Street Mission,.....		27	64	Subscription,.....		
Skinner School,.....	2		50	Public Money, ..	1,100	23.37
Welch,.....	2		71	Public Money, ..	700	56.91
West End Institute,.....	2		23	Tuition,.....		

¹ Opened, April, '94.² Opened, April, '94.³ Opened, December, '93.

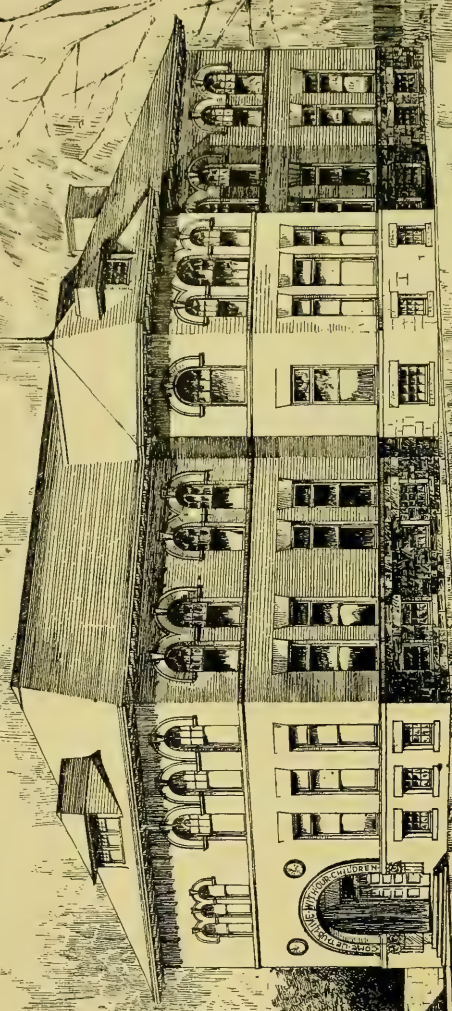
KINDERGARTEN, 1893-94.

Sessions.		Building.	Name of Kindergartner.
Number.	Number of hours.		
1	4	Private house,.....	Fannie A. Smith.
2	4	St. Paul's Parish building,.....	Mrs. B. F. Walker.
2	4½	Private house,.. ..	Mary M. McNall.
2	4½	North Side school,.....	Bessie Lobdell.
1	2½	South Side school,.....	Grace Peck.
2	4¼	Hill school.....	Florence Pierce.
1	3	.....	Edith C. Barnum.
1	3	.....	Susan W. Young.
2	5	Private house,.....	Ethel A. Wilcox.
2	4	Academy building,.....	Mary C. Frink.
1	3	Private house,.....	Miss Elliott.
1	5¾	Training school,.....	Nellie M. Sampson
1	3	Kindergarten building,.....	Anne Burr Wilson.
1	3	Kindergarten building,.....	Florence Page.
1	3	Charter Oak school,.....	Mabel White.
1	3	Lawrence street school,.....	Leah von Wettberg.
1	2½	North East school,.....	Georgia M. Moseley.
1	3	Parkville school,.....	Kate P. Safford.
1	3	Second North school,.....	S. Elizabeth Towne.
1	3	South school,.....	Charlotte L. McMurray.
1	3	Kindergarten building,.....	Adella M. Woodcock.
2	4	Washington street school,.....	Alice S. Hawkins.
1	3	Y. M. C. A. building,.....	Mary B. Sperry.
1	3	Palace block,.....	Ida K. Pinks.
1	4	Private house,.....	Annie W. Watrous.
1	2½	Burritt school,.....	M. Josephine Barry.
1	2½	East street school,.....	Bertha L. Sheldon.
1	2½	High school,.....	Elizabeth W. Welles.
1	2½	Rockwell school,.....	Bertha S. Dates.
1	2½	State Normal school,.....	Clara W. Mingins.
1	2½	Edwards street school,.....	Isabel B. Bird.
1	2½	Fair street school,.....	Ellen Hill.
1	2½	Hamilton school,.....	Jessie I. Scranton.
1	3	Private house,.....	Mary C. Livermore.
1	3	Kindergarten building,.....	Alma Leighton.
1	3	Welcome hall,.....	Belle St. J. Pearson.
1	2½	Skinner school,.....	Estelle Pierpont.
1	2½	Welch school,.....	A. B. Baldwin.
1	3½	West End Institute,.....	Mary C. Crosette.

TABLE XXVIII. —

TOWN.	Kindergartners.	Children.		Supported by.	Expenses.	
		3 Years and under.	Over 4.		Salaries.	Material.
New Haven (continued).						
Winchester,.....	3	.....	129	Public Money,..	1,050	\$74.29
	1	3	43	Tuition,.....		
New London,.....	1	2	16	Tuition,.....		
New Milford:						
Sunny Nook,.....	1	.....	23	Tuition,.....		
North Woodbury,.....	.....	6	12	Tuition,.....		
Norwalk:						
Over River,.....	2	1	84	Public Money,..	530	.....
Norwich:.....	1	.....	47	Public Money,..	400	75.00
Free Academy,.....	2	.....	35	Subscription,..	1,200	200.00
Plymouth,.....	1	3	36	Public Money,..	450	35.00
Ridgefield,.....	1	5	20	Subscription,..		
Rockville,..	1	.....	8	Tuition,.....		
South Manchester:						
9th School District,.....	2	31	162	Public Money,..	1,140	213.73
South Norwalk,.....	1	.....	126	Public Money,..	495	104.42
Stamford,.....	1	1	13	Tuition,.....		
Stratford:						
Froebel Kindergarten,.....	1	10	30	Tuition,.....		
Washington,.....	.....	2	15	Tuition,.....		
Waterbury:						
Free Kindergarten,.....	1	16	12	Subscription,..		
Froebel Kindergarten,.....	1	.....	24	Tuition,.....		
West Hartford:						
Public School,.....	1	.....	16	Public Money,..	400	.....
Willimantic:						
Natchaug District,.....	2	.....	.....	Public Money,..	1,100	50.00
State Normal,.....	3	.....	103	Public Money,..	1,240	150.00

Boys
Bath
LAD.
REST.
RECEPTION
NORTH
SOUTH
HALL
STAIRS
DOOR
Boys
Bath
LAD.
REST.



A. W. SCOVILLE, ARCHITECT.
HARTFORD, CONN.

KINDERGARTENS, 1893-94.—CONTINUED.

Sessions.		Building.	Name of Kindergartner.
Number.	Number of hours.		
1	2½	Winchester school,.....	Emma J. Tuttle.
1	4	Private house,.....	Carrie M. Chapman.
1	3	Private house,.....	Marion T. Peck.
2	5	Private house,.....	Mary C. Welles.
2	4	Private house,.....	Mrs. N. M. Strong.
1	2½	Over River school,.....	S. Emma Cook.
1	3	Providence street school,.....	Lucy B. Stone.
1	3	Private house,.....	Frederica Beard.
2	3¾	Terryville school building,.....	Miss E. M. Scott.
1	2½	Center school building,.....	Adelaide M. Rogers.
1	2½	Dowling block,.....	Jennie A. Warner.
2	4½	9th school district building,.....	Georgianna Minor.
2	3½	Hall,.....	Edith S. Gates.
1	3	Private house,.....	Carrie A. Hoyt.
1	3	Private house,.....	Margaret B. DeLacour.
1	2½	Private house,.....	Lena D. Fenn.
1	3	3d Congregational church,.....	Harriet J. Dutton.
1	3	Industrial school,.....	Emma S. Kelsey.
2	5	Center school,.....	Lottie A. Butler.
2	5	Natchaug 2d school district,.....	Catherine W. Hutchinson.
1	2½	1st district school,.....	Lillian M. Cowles.

HIGH SCHOOLS.

The following tables show the high schools of the State in the years 1892-3 and 1893-4:

TABLE XXIX.—STATISTICS OF

TOWN.	TOWN OR DISTRICT.	NUMBER IN EACH CLASS.				COURSES. NUMBER IN EACH COURSE.							
		Classes.	First.	Second.	Third.	Fourth.	Classical.	Scientific.	Commercial.	English.	Special.	Total.	
Ansonia,.....	Town,	4	4	5	16	32					12		57
Bethel,.....	Town,	3		3	26	28	17	9				31	57
Branford,.....	Town,	3		7	18	14		39					39
Bridgeport,.....	Town,	4	47	45	47	78	43	15	42	117			217
Bristol,.....	Town,	4	12	27	44	60	6	137					143
Canaan,.....	Town,	2			12	8							20
Canton,.....	District,	4	20	13	13	25	38	33					71
Cromwell,.....	Town,	2			16	20							36
Danbury,.....	Town,	3		13	13	38	37	27				6	70
Derby,.....	District 6,	4		8	5	15	13						41
Durham,.....	Coginehaug,	4				6							15
East Hartford,.....	Town,	3		5	20	27	5	47					52
Enfield,.....	District 2,	4		8	20	12	36				9		45
Farmington,.....	Unionville District,	4	15	21	16	16	36				32		68
Farmington,.....	Center District,	3		5	10	9							24
Guilford,.....	Town,	3		7	7	23	14				23		37
Hartford,.....	Town,	4	105	137	189	206	501				236		773
Huntington,.....	Shelton District,	4	4	7	14	22	47						47
Killingly,.....	Danielsonville Dist.,	4	22	19	10	3	31	23					54
Litchfield,.....	Town,	4	5	9	11	16	17	24					41
Madison,.....	Town,												
Meriden,.....	Town,	4	37	45	54	113	20	8		221			249
Middletown,.....	City District,	4	20	19	38	66							143
Milford,.....	Town,	2			18	6					24		24
Naugatuck,.....	Center District,	4	17	12	17	14	46					4	50
New Britain,.....	Town,	4	24	32	55	58	24			152			176
New Haven,.....	City District,	4	113	149	215	294	190	179	88	314			771
New Milford,.....	District 1,	3		6	13	10				29			29
Old Saybrook,.....	Town,	2			5	8	13						13
Orange,.....	Town,	4											18
Orange,.....	West Haven,	2			6	16	25	1					26
Plainville,.....	Town,	3		5	9	12		26					26
Plymouth,.....	District 1,	3		6	12	12				30			30
Plymouth,.....	District 2,	2			5	12	5	12					17
Portland,.....	Gildersleeve Dist. 1,	2			6	6	10				2		12
Portland,.....	District 2,	3		3	5	12		18			2		20
Putnam,.....	Town,	4	29	17	11	12	39			30			69
Saybrook,.....	Deep River,												
Seymour,.....	Town,	4	4	7	16	19	21			25			46
Southington,.....	Town,	4	11	15	12	48	41		15	30			86
South Windsor,.....	Wapping,	3		5	12	13							24
Stafford,.....	District,	4	13	17	10	12	31			8	13		52
Stamford,.....	Town,	4	16	32	24	43	17	8		90			115
Stonington,.....	District 8,	4	5	7	11	15	12			2			38
Stonington,.....	District 9,	4	1	5	10	13	6			23			29
Stratford,.....	District 1,	2			17	15	32						32
Thomaston,.....	Town,	3		4	5	7	4				12		16
Torrington,.....	Town,	4	8	7	7	32	32	2			20		54
Vernon,.....	East District,	4	16	19	33	33	31	70					101
Wallingford,.....	Central District,	4	9	7	6	21	12	11			20		43
Waterbury,.....	City,	4	16	40	104	126	59	77		150			...
West Hartford,.....	Town,	3		5	12	21	6	15			17		38
Wethersfield,.....	Town,	4	4	10	26	24	64						64
Winchester,.....	District 1,	4	4	8	13	9	3	31					34
Winchester,.....	District 4,	4	15	25	30	30	15	25	30	30			100
Windham,.....	Town,	4	14	24	26	42	36	70					106
Windsor,.....	District 1,	4	4	10	5	7							26
Windsor,.....	Poquonock,	3		6	9	15	10				20		30
Windsor Locks,.....	Town,	3			15	8		23					

HIGH SCHOOLS, 1892—1893.

TEACHERS.		EXPENSES.			GRADUATES WHO ENTERED COLLEGE.											TOWN.							
Male.	Female.	Teachers' Wages.	Fuel.	Incidental.	Building.	Trinity.	Williams.	Yale.	Wesleyan.	Mt. Holyoke.	Smith.	Vassar.	Wellesley.	N. Y. College.	Harvard.	Cornell.	Mass. Tech.	Bryn Mawr.	Brown.	Amherst.	Columbia.		
2	2	\$2,300.00			No.																		Ansonia.
1	2	1,830.00	\$79.40		No.																		Bethel.
1	1	1,600.00	25.00		No.																		Branford.
...	7				Yes.			7	1														Bridgeport.
2	2	3,952.12	445.73		Yes.																		Bristol.
1	2	600.00	120.00	\$20.00	No.																		Canaan.
1	1	2,180.00	241.00	30.00	No.																		Canton.
...	1	940.00	30.00	50.00	No.																		Cromwell.
1	2				No.																		Danbury.
2	2	1,630.00			No.			3															Derby.
...	1	530.00		40.50	No.																		Durham.
1	1	1,250.00			No.																		East Hartford.
1	3				No.																		Enfield.
1	1	1,840.00	50.00		No.																		Farmington.
1	...	800.00	30.00	50.00	No.			3															Farmington.
1	1	1,650.00	75.00		No.																		Guilford.
13	13	30,289.58			Yes.	1		16		8	1				1		1						Hartford.
1	2				No.																		Huntington.
1	1	2,100.00			No.																		Killingly.
1	...	2,160.00		44.80	No.																		Litchfield.
...					Yes.																		Madison.
2	3	7,025.00	634.43	957.60	Yes.			4	5								1						Meriden.
3	4	4,200.00			No.					3	1												Middletown.
1	...	1,200.00			No.																		Milford.
1	2	2,800.00	75.00	400.00	No.																		Naugatuck.
3	4				No.			1	1	2													New Britain.
8	16	26,250.00	625.00	1,000.00	Yes.			32		2	1		1										New Haven.
1	...	800.00			No.																		New Milford.
1	1	1,300.00			No.																		Old Saybrook.
...	1	408.00	51.40	55.00																			Orange.
1	1	2,200.00			No.																		Orange.
1	1	1,550.00			No.																		Plainville.
1	1	1,550.00			No.																		Plymouth.
...	1	720.00		10.00	No.																		Plymouth.
1	...	900.00			No.																		Portland.
1	1	1,075.00	112.69	98.00	No.																		Portland.
1	1	1,800.00	60.00		No.																		Putnam.
1	2	2,400.00	156.00	225.00	Yes.						1		1								4		Saybrook.
1	...				No.																		Seymour.
1	1	1,950.00	20.00	100.00	No.																		Southington.
1	2	2,500.00	100.00	200.00	Yes.																		South Windsor.
...	1	600.00		35.00	Yes.																		Stafford.
1	1	1,596.00			No.																		Stamford.
2	4	6,250.00			No.																		Stonington.
1	1	1,130.00	20.00	50.00	No.																		Stonington.
1	1	1,305.00	20.00	20.00	No.																		Stratford.
1	...	1,200.00			No.																		Thomaston.
1	...	1,100.00		25.00	No.																		Torrington.
1	3	1,900.00	75.00	150.00	No.			1						1									Vernon.
1	2	2,508.00			No.																1		Wallingford.
2	2	2,400.00			No.			2															Waterbury.
4	3	9,250.00			No.			2															West Hartford.
1	1	1,600.00	26.79	63.22	No.																		Wethersfield.
1	1	1,350.00	80.60	91.43	Yes.																		Winchester.
1	1	1,675.00		150.00	No.									*									Winchester.
1	3	3,400.00			No.																		Windham.
1	5	4,250.00	700.00		No.				1	1													Windsor.
...	2	1,000.00	30.00	8.00	No.																		Windsor.
1	...	800.00	25.00	50.00	No.																		Windsor Locks.
1	1	1,400.00			No.																		

* Lafayette.

† Johns Hopkins.

TABLE XXX.—STATISTICS OF

TOWN.	TOWN OR DISTRICT.	NUMBER IN EACH CLASS.				COURSES. NUMBER IN EACH COURSE.						TEACH- ERS.		
		Classes.	First.	Second.	Third.	Fourth.	Classical.	Scientific.	Commercial.	English.	Special.	Total.	Male.	Female.
¹ Ansonia,.....	Town,	4	5	11	21	26						63	1	2
Bethel,.....	Town,	3		15	17	15	31	16				47	1	2
Branford,.....	Town,	3		13	8	16		37				37	1	1
Bridgeport,.....	Town,	4	53	63	66	91	47	20	44	162		273	2	7
Bristol,.....	Town,	4	27	25	39	50	72	79				151	1	5
² Canton,.....	District,	5	14	5	7	18	32	4		33		69	1	1
Cromwell,.....	Town,	2			25	16						41		1
Danbury,.....	Town,	3		8	25	36	35	34				69	1	1
Derby,.....	District 6,	4	4	10	4	30					8	56	1	2
Durham,.....	Coginchaug,	2			8	10						18		1
East Hartford,.....	Town,	3		5	12	13	7	18		5		30	1	1
Enfield,.....	District 2,	4	8	15	8	20	7	10		34		51	1	2
³ Farmington,.....	Center,	1				6						6		1
Farmington,.....	Unionville,	4	14	17	13	28	59			16		75	1	1
Greenwich,.....	Meeting House,	2				7						37		1
Guilford,.....	Town,	4	5	4	18	17	10	34				44	1	1
⁴ Hartford,.....	Town,	4	118	134	180	313	528	265				793	10	13
Huntington,.....	Shelton,	4	11	8	12	21	52					52	1	2
Killingly,.....	Danielsonville,	4	7	12	14	25	9	30		19		58	1	2
Litchfield,.....	Town,	4	2	8	15	12	2	25		13		40	1	1
Madison,.....	Town,	4	5	9		11	8			17		25		1
⁶ Manchester,.....	District 9,	4	3	14	24	30						77	2	2
Meriden,.....	Town,	4	32	39	63	166	146	10		144		300	3	7
Middletown,.....	City,	4	17	38	51	70	courses	same	1st y'r			176	3	3
Milford,.....	Town,	2			11	10				21		21	1	...
Naugatuck,.....	Center,	4	11	10	12	17	12	38				50	2	1
New Britain,.....	Town,	4	27	31	51	88	105			92		197	4	4
New Hartford,.....	North End District,	2				6								
New Haven,.....	City,	4	100	145	209	274	260	150	84	234		728	8	15
New Milford,.....	District 1,	2			10	25	35					35		1
North Canaan,.....	District 2,	2			15	25				40		40		1
Old Saybrook,.....	Town,	3		5	14	9				28		28	1	1
Orange,.....	West Haven,	2			14	17	31					31	1	1
Plainville,.....	Town,	4	3	7	7	11	11			17		28	1	1
Plymouth,.....	District 1,	1				8						8		1
Plymouth,.....	District 2,	3		8	6	11	5	20				25	1	...
Portland,.....	District 1,	2		6	5		10	1				11	1	1
Putnam,.....	Town,	4	12	12	23	27	47			27	10	84	2	2
Saybrook,.....	Town,	3		5	6	10				21		21	1	1
Seymour,.....	Town,	4	11	7	12	20	6			44		50	1	1
Southington,.....	Town,	4	14	12	34	62	58		26	38		122	1	3
South Windsor,.....	High,					34	15	19				34		1
South Windsor,.....	Wappings,	4	2	0	15	5	14			8		22		1
Stafford,.....	Springs,	4	14	10	15	21	25	35				60	1	2
Stamford,.....	Town,	4	14	23	39	73	13	48		78	10	149	2	4
Stonington,.....	District 9,	4	4	2	9	14	29					29	1	1
Stonington,.....	District 18,	4	5	15	14	6				40		40	1	1
Stratford,.....	District 1,	2			11	11	22					22		1
Thomaston,.....	Town,	3		8	5	15	8			20		28	1	1
Torrington,.....	Town,	4	5	17	18	32	40	10		32		72	1	2
⁶ Vernon,.....	East,	4	16	17	30	42	19	53	5	35		112	3	3
Wallingford,.....	Central,	4	8	6	10	23	9	15		23		47	2	1
⁷ Waterbury,.....	City,	4	38	31	55	111	80	70		85		235	4	3
West Hartford,.....	Town,	4	5	6	9	12	5	19		13		37	1	1
Westville,.....	District,	1				10	10					10		1
Wethersfield,.....	Town,	2			5	20				25		25		1
Winchester,.....	District 1,	4	3	11	13	10	2	17		18		37	1	1
⁸ Winchester,.....	District 4,	4	13	19	28	23	11			72		83	1	3
Windham,.....	Town,	4	20	18	25	50	45			74		119	1	5
Windsor,.....	District 1,	4												1
Windsor,.....	Poquonock,	4	6	11	10	9	10			26		36	1	...
Windsor Locks,.....	Town,	2			8	12				20		20		1

¹ 1st year same course for all.² 5 classes; 5th class, 25.³ Special Students, 3.⁴ Post-Graduates, 48.⁵ Post-Graduates, 6.⁶ Post-Graduates, 7.⁷ Univ of Ohio, 1.⁸ Dartmouth, 1.

[illegible]

Cooking Schools.—Connected with the following public schools were cooking schools :

TOWNS.	Teachers.	Classes.	No.	Lesson hours per week.
Willimantic,	Nancy Mitchelson,....	5	84	2
New Britain,	Carrie H. Conley,	6	97	2
South Manchester,	" "	4	62	2
New Haven,	Emily Poulsen,.....		150	
Stamford, .....	.....		

There were classes in cooking in the Model schools at New Britain and Willimantic, and in the schools at South Manchester. Physiology and the Chemistry of cooking were taught in all these classes.

Manual Training.—There were in the State the following classes in wood-work :

Towns.	Schools.	Grades.	No. of pupils.	Teachers.
Windham,	First District,	5-9	90	Howard B. Foster.
New Britain,	Model,	6	314	Chas. A. Kunou.
Bristol,	South Side,	5	224	Edith Fairchild.
"	High,	3	39	Elizabeth S. Edwards.
Waterbury,	Special,	4	133	John M. Taylor.
Norwich,	Free Academy,	2	21	Isaiah W. Olcott.
Manchester,	Ninth District,	5	201	May S. Nichols.
New Haven, .....	.....	..	240	Sumner R. Merrick.
Greenwich, .....	.....	..	...	.....
Stamford, .....	.....	..	150	.....

Arbor Day.—The following proclamations were issued in 1892, 1893, and 1894 :

1892. Pursuant to the provisions of the Statutes, I hereby designate Friday, the sixth day of May next as Arbor Day, to be observed throughout the State by the planting of trees, shrubs, and vines in parks, highways, and private grounds.

And I especially commend the co-operation of the teachers and pupils of our public schools in promoting the proper observance of the day.

MORGAN G. BULKELEY.

1893. To the end that Arbor Day, happily begun in this State, may be continued from year to year by the people, and by each succeeding class and generation of children, I hereby designate Friday, May 5th, as Arbor Day, and I recommend that the people of this State lay aside their usual activities, and observe the day by planting fruit or ornamental trees and shrubs or vines in the public highways, around our homes and public schoolhouses, in gardens, and on farms; and that in the schools, where are formed the habits and tastes which will soon develop into the public manners and public sentiment of the State, there be public exercises, so ordered that the schools may be the attractive and honored center of that true love of nature which results in refined tastes and pure morals, and that Arbor Day may promote comfortable, cheerful, and beautiful schoolrooms and grounds, and thus be a means of invigorating and keeping alive the memory of school days, and an educational force of great utility and power.

LUZON B. MORRIS.

1894. Pursuant to the provisions of the Statutes, I hereby designate Friday, May 4th, as Arbor Day, and I recommend that the people of this Commonwealth observe the day by planting fruit and ornamental trees along our highways and around our homes and public school buildings. And that in our schools the day be observed by suitable exercises tending to develop the love of the beautiful in nature, and public spirit in all things that will make our homes more desirable. This State is now frequently sought, by people from other States, as a summer residence, and by a due observance of Arbor Day we can add to its attractions, so that our young people will remain with us, and others will be induced to have their homes within its borders.

LUZON B. MORRIS.

NORMAL SCHOOLS.

New Britain, the first and oldest of the Normal Schools in this State, was opened in May, 1850. The second, in Willimantic, was opened in September, 1889, and the third, in New Haven, September, 1893.

Graduates.

The roll of graduates of New Britain includes the names of 1,341 persons, of whom about 600 are now teaching. The school at Willimantic has graduated 68, of whom 55 are now teaching. The number graduating from New Britain in 1894 was 74, and from Willimantic 26. This is about one-quarter of the number of beginners in the public schools of the State. It cannot then be said that the State is training more teachers than are needed.

The following table shows towns from which students have entered the Normal Schools since 1883-1894 inclusive, with the number that entered from each town in each year.

	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
HARTFORD CO.												
Hartford,.....	7	17	12	15	11	12	17	21	25	22	27	16
Avon,.....	..	..	..	..	..	1	1	..	..	1	..	..
Berlin,.....	2	..	..	..	..	4	2	..	..	..	..	4
Bloomfield,.....	1	2	2	..	2	1	2	3	1	..	..	..
Bristol,.....	2	..	..	1	5	7	1	..	3	3	4	3
Canton,.....	..	..	..	..	..	..	1	1	..	..	1	..
East Granby,.....	..	..	..	..	..	..	..	1	..	..	..	..
East Hartford,.....	..	..	1	3	..	2	5	3	1	3	2	1
East Windsor,....	3	3	1	2	1	4	3	1	..	..	2	1
Enfield,.....	4	8	6	2	..	1	1	7	2	1	3	4
Farmington,.....	2	..	2	2	..	..	2	6	2	..	1	4
Glastonbury,.....	..	1	..	2	1	..	..	1	1	2	..	..
Granby,.....	..	2	2	..	..	..	1	..	..	..	..	..
Hartland,.....	..	..	..	..	1	..	..	..	..	..	..	..
Manchester,.....	1	..	4	3	4	3	3	5	5	4	1	1
Marlborough,.....	..	..	..	..	..	..	..	..	..	..	1	1
New Britain,.....	6	8	9	14	16	10	12	20	15	24	24	16
Newington,.....	..	5	..	2	1	1	2	2	2	..	2	..
Plainville,.....	..	..	..	1	2	..	..	2	..	1	1	..
Rocky Hill,.....	..	2	1	1	..	..	..	..	1	2	..	..
Simsbury,.....	..	..	..	..	1	..	..	2	..	..	3	1
Southington,.....	..	1	..	1	..	1	3	1	1	2	4	3
South Windsor,...	..	1	..	..	3	..	1	3	1	4	..	..
Suffield,.....	..	..	..	..	4	1	3	3	..	..	..	..
West Hartford,...	..	..	1	1	..	1	5	3	2	3	..	..
Wethersfield,.....	..	3	4	2	1	6	2	2	..	2	2	1
Windsor,.....	..	1	1	1	..	..	1	1	1	..	1	..
Windsor Locks,...	..	2	..	6	3	4	3	3	2	3	8	1
NEW HAVEN CO.												
New Haven,.....	2	1	3	1	4	3	2	2	2	1	68	61
Ansonia,.....	..	..	..	..	..	..	1	1	..	..	4	4
Bethany,.....	..	..	..	..	..	..	..	..	..	..	..	1
Branford,.....	..	..	..	..	..	..	..	3	1	5	..	2
Cheshire,.....	1	2	..	..	..	1	1	4	1	2	1	1
Derby,.....	..	..	3	3	2	2	1	3	..	..	1	1
Guilford,.....	..	1	..	1	..	..	..	..	..	1	1	3

	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Hamden,.....	..	..	..	..	I	..	..	..	I	2	2	2
Madison,.....	..	..	I	2	..	..	..	..	I	2	5	..
Meriden,.....	3	3	4	6	II	7	10	7	12	9	6	2
Middlebury,.....	..	..	..	..	..	..	..	..	2	I	..	..
Milford,.....	..	..	I	..	..	I	4	..	I	2	2	3
Naugatuck,.....	..	..	..	..	..	..	..	..	I	2	..	..
North Branford,...	..	..	I	..	2	..	..	..	..	2	I	..
North Haven,....	..	I	..	I	I	..	2	..	..	..	..	..
Orange,.....	I	..	..	..	..	I	..	I	I	I	5	3
Seymour,.....	..	..	..	..	I	2	I	I	..	..	I	..
Southbury,.....	I	I	..	..	..	..	..	..	..	..	..	2
Wallingford,.....	2	4	4	3	5	..	2	3	6	7	I	9
Waterbury,.....	..	2	4	I	3	6	2	15	4	I	2	3
Woodbridge,.....	..	I	..	..	..	..	..	..	..	..	I	..
NEW LONDON Co.												
New London,....	2	2	2	I	..	..	2	I	I	..	I	I
Norwich,.....	2	5	I	2	I	2	5	5	3	5	7	6
Bozrah,.....	..	..	..	..	..	..	..	I	..	..	..	I
Colchester,.....	I	2	I	I	I	..	I	I	2	I	I	I
East Lyme,.....	..	..	..	..	..	..	..	..	I	..	I	I
Franklin,.....	..	..	..	I	..	..	..	..	I	..	..	..
Griswold,.....	..	..	2	I	..	..	..	..	I	..	..	..
Groton,.....	3	I	..	..	..	..	..	..	I	..	..	..
Lebanon,.....	..	I	..	I	..	I	2	2	3	I	I	..
Ledyard,.....	..	..	4	..	I	..	..	..	2	I	..	..
Lyme,.....	..	..	2	I	I	..	..	..	..	I	..	..
Montville,.....	..	..	..	..	..	..	I	..	2	..	I	I
North Stonington,	..	..	I	2	I	..	..	..	I	I	..	..
Old Lyme,.....	..	..	I	2	..	..	..	..	..	..	..	I
Preston,.....	..	..	..	..	..	..	I	..	I	I	I	..
Sprague,.....	..	..	..	..	..	2	2	..	..	..	I	I
Stonington,.....	..	..	..	I	2	2	..	2	3	3	..	..
FAIRFIELD Co.												
Bridgeport,.....	..	..	..	I	3	..	..	..	..	2	..	5
Danbury,.....	I	..	..	I	..	..	I	..	2	2	I	..
Bethel,.....	..	..	2	..	..	..	..	I	..	2	..	2
Brookfield,.....	..	..	I	..	..	..	..	..	..	..	..	..
Darien,.....	..	..	..	I	..	..	2	..	..	..	..	..
Fairfield,.....	..	..	I	..	..	..	..	..	..	I	I	I
Greenwich,.....	..	I	I	..	..	..	3	..	..	I	..	..
Huntington,.....	..	..	I	..	..	I	..	..	I	I	I	3
New Canaan,.....	I	..	..	..	I	..	I	..	..	..	..	..
New Fairfield,....	I	..	..	..	..	..	..	..	..	..	..	..
Newtown,.....	..	I	2	I	..	I	..	I	2	3	..	I
Norwalk,.....	I	I	I	4	4	2	3	3	2	5	5	7
Redding,.....	..	..	3	I	I	..	I	..	..	..	..	I
Ridgefield,.....	..	I	..	I	I	..	I	..	..	..	..	..
Stamford,.....	I	2	I	I	I	I	5	2	5	2	9	4
Stratford,.....	..	I	I	2	2	I	..	I	I	..	2	5
Trumbull,.....	..	..	..	..	..	..	..	3	..	I	..	..
Westport,.....	..	..	2	I	..	I	I	..	3	I	I	2
Wilton,.....	..	..	..	..	..	..	..	..	..	I	..	..
WINDHAM Co.												
Brooklyn,.....	..	..	..	..	..	..	..	..	I	5	..	..
Ashford,.....	..	..	..	..	..	..	..	I	I	I	I	2
Canterbury,.....	..	..	I	I	..	I	I	I	..	..	..	..
Chaplin,.....	..	..	..	..	..	2	..	I	..	..	..	..
Eastford,.....	..	..	I	..	..	..	I	..	..	..	..	..
Hampton,.....	..	I	I	..	2	..	..	..	..	I	..	..
Killingly,.....	..	..	..	..	..	..	..	..	I	..	2	I
Plainfield,.....	..	..	..	..	..	I	I	2	..	I	3	2
Pomfret,.....	..	..	..	..	..	..	..	I	..	I	..	..
Putnam,.....	..	..	..	..	..	2	..	..	I	..	..	I
Scotland,.....	..	..	..	..	..	..	I	I	..	2	..	I
Sterling,.....	..	..	..	..	..	..	I	..	..	4	..	..
Thompson,.....	..	..	..	..	..	I	I	..	..	I	2	..
Windham,.....	..	..	..	..	..	I	5	15	13	11	11	12
Woodstock,.....	..	2	2	..	..	..	I	..	..	..	..	..
LITCHFIELD Co.												
Litchfield,.....	I	I	I	..	I	I	2	..	..	3	I	I
Barkhamsted,....	..	..	2	..	..	..	..	..	..	..	..	..
Bridgewater,.....	..	I	..	..	..	..	..	..	..	..	..	..
Canaan,.....	..	..	..	..	I	I	..	..	3	..	..	I
Colbrook,.....	..	..	I	..	..	..	..	..	..	..	..	I
Cornwall,.....	..	I	..	..	..	..	..	..	..	..	..	2
Goshen,.....	..	..	I	..	..	..	..	..	2	..	..	..
Harwinton,.....	..	..	..	..	I	..	I	..	..	I	..	..

	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Kent,	1	1	1	..	..	..	..	..	..	..
Morris,	1	1	..	1	..	..	..	..	..	..
New Hartford,	1	2	1	..	2	..	1	..	1	..
New Milford,	1	..	3
North Canaan,	1	..	1	..	..	1	..	..	..	..
Plymouth,	3	..	..	1	..	2	6	..	2	4	..	1
Roxbury,	1	..	..	..	..	..	..	..	..	..	..
Salisbury,	1	1	..	3	1	1	1	2	2
Sharon,	2	..	..	1	1	..	..	..	..	2	..
Thomaston,	1	..	..
Torrington,	1	3	1	..	2	1	3	..	1	2	1	..
Warren,	1	..	..	..	2	..
Washington,	1	..	1	..	..	1	1	1	1	1	..	1
Watertown,	3	..	..	1	2	1	..	..	..	1	..
Winchester,	1	..	1	1	3	2	..	4	1	3	4
Woodbury,	1	..	..	..	..	..
MIDDLESEX Co.												
Middletown,	1	6	2	..	..	4	8	2	..	4	4	8
Haddam,	2	..	..	..	2	..	..	..	..	..	4
Chatham,	1	..	..	3	3	6	3	..	2	..
Chester,	1	1	..	..	..	..	..	..
Clinton,	1	..	..	..	..
Cromwell,	1	..	1	..	..	1	..	1	1	..	..
Durham,	1	2	1	1	..	..	..	..	1
East Haddam,	1	1	..	1	..	1	2	..	1	..
Essex,	3	1	2	1	1	1	1	..	..
Killingworth,	1	1	..	..	..	..	1	..	1	..	..
Middlefield,	1	1	2	..	..	1	..	1	..
Old Saybrook,	1	..	..	..	..	..	..
Portland,	1	2	1	3	3	..	4	4	2	1	..
Saybrook,	1	2	..	..	1	1	..	3
Westbrook,	1	1	..	..	..	..	..	..
TOLLAND Co.												
Andover,	1	..	..	..	..	..	..	..	..	..
Bolton,	1	1	1	..	..	1	..	..	..	1	1
Columbia,	1	1	1	..	1	..	1	1	..	..	2
Coventry,	1	1	2	..	3	5	2
Ellington,	1	1	1	1	1	1	..	1	..	..
Hebron,	2	..	..	..	3	3	..	..
Mansfield,	1	1	..	1	1	1	2	..	2	4	..
Somers,	1
Stafford,	1	..	..	..	..	..	2	..	1	..	2
Vernon,	1	3	1	..	1	2	2	1	2	..	..
Other States,	1	2	8	6	8	2	7	10	7	4	7

New Britain. — Mr. C. F. Carroll, the principal, resigned in April, to become Superintendent of Schools at Worcester, Massachusetts. Mr. Carroll was appointed principal in June, 1883. The new building was opened in September of that year. There is now connected with the school but one of the teachers who began the work with him. We can look back to the questionings and discussions of ten years ago and realize how steadily the institution under his charge has moved forward and succeeded. It would have been safe to adopt the customary plan for such a school; it would have been safe to hesitate discussing how that plan might be or

should be altered. It required courage to advance without a track, trusting to principles which may show the right way, but do not indicate the obstacles ahead. Mr. Carroll had the courage to reorganize the school in accordance with the principles which he accepted, and the results of his work have proved the soundness of his principles and the value of his courage.

Mr. Carroll believed and acted on the belief that the right training of children is based upon the right training of teachers. He therefore insisted that the teacher should know children by actual contact with them before attempting to guide and direct them. The model school system which was the distinguishing feature of his plan bears testimony, unequivocal and lasting, to the zeal with which he put into practice his beliefs.

Mr. Marcus White of Norwich was, in August, appointed the successor of Mr. Carroll.

Miss Clara W. Mingins, who was at the head of the Kindergarten, has also left the service of the board. She established the kindergarten in 1884, and at that time it was the only one in the State. From this beginning the kindergarten has, by legal enactment, become a part of the public school system, and there are now 56 in the State.

It is appropriate to note that no less than one and forty years ago Henry Barnard, in his report to the Governor of Connecticut (1854) declared the kindergarten to be "by far the most original, attractive, and philosophical form of infant development the world has yet seen." Thirty years after Miss Mingins opened a kindergarten in the Normal School which Dr. Barnard founded.

The early years of childhood are the most important, and deserve the best and most skillful teaching. It was to the children at this stage—to the "young plants"—that Miss Mingins gave her strength and energies. Her appreciation of and interest in children's literature resulted in the exclusion of trash from the early reading of children,

and their introduction to the best literature. For her example and teaching in these regards, both teachers and children will always hold her in grateful remembrance.

In 1893-94, fifty-four towns were represented at New Britain as follows :

Ansonia	3	New Haven	2
Berlin	3	New Milford	3
Bolton	1	Newtown	1
Bristol	6	Norwalk	3
Cheshire	2	Norwich	2
Colchester	1	Old Lyme	1
Colebrook	1	Plainville	2
Cromwell	1	Plymouth	2
Danbury	2	Portland	1
Derby	1	Rocky Hill	2
Durham	1	Salisbury	2
East Hartford	2	Saybrook	2
East Windsor	2	Sharon	1
Enfield	6	Simsbury	1
Fairfield	2	Somers	1
Farmington	5	Southington	3
Haddam	3	Stamford	4
Hamden	1	Stonington	1
Hartford	39	Suffield	1
Killingworth	1	Wallingford	3
Litchfield	1	Waterbury	3
Madison	3	West Hartford	1
Manchester	2	Westport	1
Marlborough	2	Wethersfield	3
Meriden	3	Wilton	1
Middletown	11	Winchester	3
New Britain	26	Windsor Locks	2

FROM WITHOUT THE STATE

Illinois	1	Vermont	1
Massachusetts	4	Wisconsin	1
New York	1		

SUMMARY

Counties	Students	Towns
Fairfield	14	7
Hartford	108	18
Litchfield	13	7
Middlesex	20	7
New Haven	21	9
New London	5	4
Tolland	2	2
Total	183	54
From without the State	8	..
Total	191	..

There are in New Britain eight model schools, including a kindergarten. The number of children connected with these schools is 316.

At South Manchester the ability of the students is tested by five months' actual teaching. There are here 35 schools and 786 children.

Willimantic. — The school at Willimantic was organized under the following Act :

Resolved by this Assembly:

SECTION 1. That the State Board of Education shall procure plans, obtain a site, and cause to be constructed a building for the use of a State normal school at Willimantic, in the town of Windham.

SEC. 2. The sum of seventy-five thousand dollars is hereby appropriated for that purpose, and the comptroller shall draw his order on the treasurer in favor of said Board, from time to time, for such sums as it shall require, to be paid out of any money that shall be appropriated by the General Assembly for that purpose. The Board shall, as often as once in every three months, file vouchers with the comptroller for all moneys expended by it.

SEC. 3. The said Board shall not expend any money under this act until the town of Windham shall have conveyed to said Board, free of expense to the State, a site, which shall be satisfactory to said Board, and has agreed in writing with said Board to hereafter furnish suitable and sufficient school buildings, and model and practice schools, in connection with the training department of said normal school, the terms of said agreement to be satisfactory to said Board. Said town is hereby

authorized to appropriate a sum sufficient to pay for said site at a meeting specially warned and held for that purpose, and to make and carry out the agreement above provided for.

SEC. 4. The entire expense of plans, fitting, and furnishing, shall not exceed the sum herein authorized to be expended.

SEC. 5. No member of said Board shall receive any compensation for service in connection with the construction of said building.

The following Act making appropriation for building and maintenance was also passed [Special Laws 1889, No. 464, page 1332]:

The following sums are hereby appropriated, to be paid out of any money in the treasury not otherwise appropriated, in full compensation for the objects hereinafter expressed, for the two fiscal years ending June 30, 1891:

State Board of Education, for building a State normal school at Willimantic, fifty thousand dollars; for the support and other expenses of the State normal school at Willimantic, twenty thousand dollars.

The model schools comprise the schools of the First District and part of the Second District of the town of Windham, 475 scholars.

The building was begun in 1890; work was suspended in 1891. After the action of the Legislature of 1893 work was resumed, and the building will be ready for occupancy in January, 1895.

The following table shows the towns represented in the school in the year 1893-4.

Ashford,	2	New London,	2
Bozrah,	1	Norwich,	7
Brooklyn,	1	Plainfield,	4
Chaplin,	1	Preston,	1
Chatham,	1	Putnam,	1
Columbia,	2	Salisbury,	1
Coventry,	8	Scotland,	1
Killingly,	2	Sprague,	1
Lebanon,	2	Stafford,	2
Lyme,	1	Thompson,	2
Mansfield,	3	Windham,	18
Montville,	2		
		Total,	65
Other States — Rhode Island, 1; Total,			66

Counties.	Pupils.	Towns.
Middlesex,	1	1
New London,	19	9
Tolland,	15	4
Windham,	30	8
Litchfield,	1	1
Total,	66	23

The first district of Willimantic has always been generous to its model schools, and has responded to every request of the State Board of Education. It is right to recognize especially the constant and friendly co-operation of the committee, Mr. C. E. Carpenter. He has been the agent of the district since the Board organized the model schools. To his interest and friendly aid is largely due the successful working of the joint control.

New Haven.—A normal school was definitely located at New Haven by the following resolution :

SECTION 1. That the State Board of Education shall procure plans, obtain sites, and cause to be constructed and furnished two buildings for use as State normal schools, one at New Haven, and one at Bridgeport, at an expense to the State of not exceeding two hundred thousand dollars.

SEC. 2. The Comptroller shall draw his orders on the treasurer in favor of said board, from time to time, for such sums as it shall require, to be paid out of any money that shall be appropriated by the General Assembly for such purposes, upon the presentation of proper vouchers for expenditures made in such construction and furnishing. The board shall, as often as once in three months, file vouchers with the Comptroller for all money expended by it for said purposes; *provided*, that not more than twenty-five thousand dollars shall be drawn from said appropriation for each of said buildings in any one year; but such appropriation shall not lapse, but shall remain a fund to be drawn upon at any time within four years from the passage of this resolution.

SEC. 3. Should the city of Bridgeport or the New Haven City School District desire the completion of said buildings at a date earlier than the money so appropriated may be available, said city or school district may advance to said board funds necessary therefor, and any money so advanced may be refunded by the board when drawn from such appropriation; but no interest shall be paid on sums so advanced.

SEC. 4. Should said city of Bridgeport or the New Haven City School District desire the erection of a building more expensive than the sum limited by this resolution, they may respectively pay to said board for that purpose any sum necessary therefor.

SEC. 5. The said board shall not expend any money under this resolution for said building until the city of Bridgeport and the New Haven City School District, respectively, shall have conveyed to said board, free of expense to the State, sites which shall be satisfactory to said board, and have respectively agreed in writing with said board to hereafter furnish suitable and sufficient school buildings, and model and practice schools, in connection with the training department of said normal schools, the terms of said agreement to be satisfactory to said board. Said city and school district are respectively hereby authorized to appropriate sums sufficient to pay for said sites at meetings specially warned and held for that purpose, and to make and carry out the agreements herein provided for.

SEC. 6. Both or either of said schools may be opened for students in September, 1893, or at any time hereafter, whenever said city of Bridgeport or said New Haven City School District shall furnish free of charge a building or rooms satisfactory to said board to be occupied until the buildings authorized by this resolution are completed.

Under the act and a contract made in accordance with the act, six rooms in the Skinner School building and also six schools for model schools in the same building were furnished by the City District of New Haven. In March, 1894, the schools in the Welch Building were also put in charge of the State Board of Education. There are now 17 model schools.

The building was begun in August, 1894, and may be completed in the winter of 1895.

Thirty-five towns are represented as follows :

Ansonia,	4	Newtown,	1
Bethany,	1	Norwalk,	9
Bethel,	2	Orange,	7
Branford,	2	Redding,	1
Bridgeport,	4	Saybrook,	2
Canaan,	1	Stamford,	5
Cheshire,	1	Stratford,	6
Cornwall,	2	Wallingford,	8
Derby,	1	Washington,	1
East Lyme,	1	Watertown,	1
Enfield,	2	Westport,	2
Fairfield,	2	Winchester,	2
Guilford,	3	Woodbridge,	1
Hamden,	1		
Hartford,	1	Total,	186
Huntington,	4		
Madison,	2	Easthampton, Mass.,	2
Milford,	5	Haverstraw, N. Y.,	1
New Haven,	100	Yonkers, N. Y.,	1

Counties.	Pupils.	Towns.
Fairfield,	36	15
Hartford,	3	2
Litchfield,	7	7
Middlesex,	2	1
New Haven,	137	16
New London,	1	1
Total,	186	42

Other States: New York 3, Massachusetts 1; Total, 190.

Connecticut — Seniors, 57; Juniors, 129. New York — Seniors, 1; Juniors, 1. Massachusetts — Juniors, 2.

The New Haven Board of Education has promptly and generously responded to every request of the State Board of Education, and has fully complied with the requirements of the law and agreements of the contract.

The meritorious work done in our normal schools, the extent to which they have shaped the teaching of the State, will, when inquired into and understood, justify the establishment and generous maintenance of these schools. The improvement in schools noted here and there, the better appreciation of the fact that children *must* be the chief consideration in schools, the belief in the necessity of good teaching are largely due to the influence, more or less direct, of the normal schools. They supply, it is true, only primary teachers, but two-thirds of the children of the public schools never advance beyond the primary stage. It is just that these children should receive the best teaching.

Mr. G. P. Phenix, principal of the Normal School at Willimantic, makes the following report :

MR. C. D. HINE,

Secretary of State Board of Education.

SIR: My first annual report as Principal of the State Normal School at Willimantic is herewith respectfully submitted.

The fifth year of the school began Sept. 5, 1893.

The number of pupils registered was as follows :

Seniors,	33
Juniors,	43
Total,	76

Below is given the list of instructors at the beginning of the year :

GEORGE P. PHENIX, Principal	MAY A. AVERY
<i>Natural Science ;</i>	<i>Biology; History</i>
<i>Principles of Teaching</i>	ALICE B. FISH
JENNIE E. CHAPIN	<i>Model School</i>
<i>Mathematics ; Writing ;</i>	EDITH A. GARD
<i>Gymnastics</i>	<i>Model School</i>
HELEN F. PAGE	MARIANNE E. HOLMES
<i>English; Geography ; Singing</i>	<i>Model School</i>
BERTHA M. ADAMS	EDITH S. NORTON
<i>Model School</i>	<i>Model School</i>
GRACE L. BELL	EDITH C. FOSTER
<i>Model School</i>	<i>Model School</i>
EDITH W. TODD	NANCY M. MITCHELSON
<i>Model School</i>	<i>Cooking</i>
HARRIET M. STONE	ANNA A. BUBSER
<i>Model School</i>	<i>Model School</i>
LILLIAN M. COWLES	CASPAR ISHAM
<i>Kindergarten</i>	<i>Model School</i>
EMELINE A. DUNN	MARY C. BOWERS
<i>Drawing</i>	<i>Kindergarten</i>
SARA H. DYSON	
<i>Model School</i>	

Of these the last five began their work in the school at this time.

The manual training department was opened November 20, 1893, under the direction of Mr. H. B. Foster, a graduate of the Worcester Polytechnic Institute.

The growth of the Kindergarten made a second assistant necessary. Miss Grace S. Newton was appointed to this position. She began work April 2, 1894. Miss Bowers was released to accept a more lucrative position in Massachusetts, and Miss Lucy W. Dunlap succeeded her April 16th.

Miss Katherine G. Raymond, Miss Rosa E. Birtles, and Miss Catherine P. Hansen, assisted or substituted for parts of the year.

A few changes were made in the course of study. More attention was given to Biology, and the period for training was lengthened. The class which graduated in June, 1894, had observed and assisted in the Model Schools five hours daily for twelve weeks.

On the twenty-first of June diplomas were presented to the following young ladies :

Andrews, Mary E., Summit, R. I.	Jones, Inez D., No. Westchester
Bass, Harriet M., Scotland	Jordan, Mary S., Willimantic
Brierley, Grace E., Willimantic	Kelley, Marcella M., Norwich Town
Boynton, Sarah I., So. Coventry	Kelley, Mary M., Norwich Town
Brown, Bessie A., No. Stonington	Kinney, Florence M., Stafford
Chapman, Ella S., Ellington	Livingstone, Alice M., Taftville
Colburn, E. Gertrude, So. Coventry	Potter, Orrie P., Willimantic
Flint, Georgiana, Willimantic	St. John, Delia E., Norwich
Frawley, Bertha C., Thompson	Satterlee, Amy B., Gale's Ferry
Gleason, Hattie A., Willimantic	Thomas, Augusta M., Willimantic
Greene, Alice L., Westminster	Turner, Alice May, Willimantic
Harris, Elfie L., Preston	White, Daisy, Hopevale
Jones, Gladys M., No. Westchester	Wood, Cora M., Wauregan

The closing exercises consisted of teaching in the Model Schools by members of the graduating class in the morning, and of the presentation of diplomas by Secretary Hine in the afternoon. The custom of former years was observed in substituting for the usual essays by members of the class, an address. The speaker this year was President Hall of Clark University.

A display of manual work by the pupils of the Model Schools was largely attended by citizens during the day. The exhibit included woodwork, metal-work, cooking, drawing, and writing.

With these exercises the school completed the fifth year of its history.

During these five years, five classes entered the school and four graduated. The numbers in the classes are given below :

	1889	1890	1891	1892	1893	1894
Whole number who entered,	27	43	41	46	41	45
Number graduated, .....	..	..	22	26	18	26

The classes have been as large as could be profitably accommodated in the rooms occupied by the school.

At the close of the last school year an unusually large number of teachers severed their connection with the school. Many of these changes had been foreseen for a year, and were therefore not unexpected. Four teachers left to pursue courses of study in higher institutions.

The present school year began September 4, 1894.

Thirty-four new pupils entered the school, and several returned after an absence of a year or more.

All vacancies among the teachers had been filled during the summer. The present corps of instructors is as follows :

GEORGE P. PHENIX	ADELAIDE S. WALLACE
<i>Natural Science;</i>	<i>Model School</i>
<i>Principles of Teaching</i>	GEORGIETTA HOOKER
JENNIE E. CHAPIN	<i>Model School</i>
<i>Mathematics; Writing;</i>	EMILY J. LANGE
<i>Gymnastics</i>	<i>Model School</i>
EMELINE A. DUNN	MARY G. HENDERSON
<i>Drawing</i>	<i>Model School</i>
MAY A. AVERY	DELIA E. ST. JOHN
<i>Biology; Chemistry</i>	<i>Model School</i>
EDITH S. NORTON	MABEL I. JENKINS
<i>Model School</i>	<i>History; English; Geography</i>
EDITH C. FOSTER	BLANCHE M. BOARDMAN
<i>Model School</i>	<i>Kindergarten</i>
* NANCY E. MATHER	CAROLINE E. MEACHAM
<i>Cooking</i>	<i>Kindergarten</i>
ANNA A. BUSER	MARTHA B. CHAPIN
<i>Model School</i>	<i>Kindergarten</i>
CASPER ISHAM	CAROLINE HENDRICKSON
<i>Model School</i>	<i>Model School</i>
EMMA F. PILLING	EVA ST. CLAIR CHAMPLIN
<i>Model School</i>	<i>Librarian</i>

The manual training department was not re-opened. This is to be regretted. The success of this department last year in complementing other lines of school work was such as to fully justify its continuance.

The cooking department is closed for the present year, but will re-open in September, 1895.

A further change has been made in the length of the course in the training department. The present senior class will have spent, at time of graduation, five hours daily for twenty weeks in the Model Schools. This means that those who take the course in two years will hereafter have only a year and a half to devote to Academic work. This shortening of the time spent in the Normal department is to be regretted. The immense importance of the training work makes the change necessary. A certain preparation must be insisted upon before any pupil can begin the

* Leave of absence for present year.

work in the training department. This standard will not be lowered. The tendency, then, of laying greater stress on the training will be to require those whose previous educational advantages have been inadequate to remain in the school a longer time than two years.

The training facilities of the school are now fully taxed. Any material increase in numbers will require additional facilities.

Our requirements for the present year are largely provided for by the school at the "Oaks." Here is a fine building with four rooms. These schools are conducted on the South Manchester plan. Miss Emily J. Lange, formerly of New Britain, is in charge. The small number of rooms, and the comparatively small number of pupils in each room make it possible for the training teacher to know personally the work of every child.

The excellent condition of these schools is due to the careful preparation of those who are to assist in them and to the close supervision which the assistant teachers receive.

The present condition of the school is promising. Too much can not be said in commendation of the earnestness and conscientious effort on part of the present corps of teachers.

The spirit among the pupils is equally to be commended.

The new building will give us much needed room. Larger classes can be accommodated in the future, and the influence of the school extended.

The demand for trained teachers exceeds the supply. This is one of the hopeful signs for the future.

This report would be incomplete were no reference made to the peculiar conditions under which a Normal-Training School in eastern Connecticut must do its work.

Normal Schools were established by the State for the purpose of training teachers for the common schools. Their maintenance at public expense is justified on the grounds that they render valuable service to the State.

The implication is that persons who have spent two years or longer in studying, from the teacher's standpoint, the subjects pursued in the common schools, and who have observed and practiced teaching under the supervision of skilled teachers, will become better teachers than they would have become without such preparation. Obviously true though this inference is, it

is apparently still unrecognized by a large number who are more or less directly responsible for the welfare of our public schools.

The educational condition of eastern Connecticut is peculiar.

1. The graded schools of the larger towns are usually expected to be superior to the ungraded schools of the country; but with few exceptions the larger places do not, in matters pertaining to school management at least, furnish fit models for imitation.

In some of the cities best able to support good schools, vacancies are filled by untrained teachers, usually those who have just graduated from the public schools. Competent supervision would do much to improve these schools, but there is usually no supervision of any kind. These teachers are usually content to do what their predecessors have done. No matter how earnest or capable, such teachers are seriously handicapped at the start.

Experience gained under these circumstances — always gained at the expense of the pupil — is frequently of doubtful value to the teacher herself.

This method of selecting teachers is faithfully imitated in the country.

The graduate of the district school becomes, directly, the teacher of the district school — and yet the people are filled with indignant astonishment at the reports of the State Board of Education on the condition of the public schools!

From the public schools come pupils to the Normal School. The requirements for admission are necessarily low, and there are serious objections to materially lengthening the course.

2. The condition of schools in eastern Connecticut is due partly to the frequent changing of teachers. In the absence of supervision, such frequent changes entail great waste in the schools, and continuous progress on the part of the pupils is rendered exceedingly difficult. Two pupils, in the last entering class, each attended ungraded schools twenty-eight terms. In this time each had twenty-five different teachers. The average tenure of position, of the teachers of fifteen pupils, who had attended only ungraded schools was 1.89 terms. On the other hand, ten pupils who had attended graded schools were obliged to change teachers only once in three terms.

Where teachers change frequently, and there is no supervision,

there is usually complete lack of continuity between the work of successive teachers. The pupils suffer.

3. The educational poverty of eastern Connecticut is nowhere more conspicuous than in the general absence of provision for secondary education.

East of the Connecticut River are to be found only four high schools supported by public money. These schools are in Danielsonville, Putnam, Rockville, and Willimantic. In addition to these are several endowed schools of which those at New London and at Norwich are the best known.

Away from these few centers the educational advantages of the majority are limited to what the district school affords.

Where the education of teachers is meager, the education of the taught will be still more meagre. Decline in education must be the rule.

4. Our schools are poor partly because of the district system of school management. In speaking of this system in Massachusetts one writer says: "It marked the utmost limit to the subdivision of American sovereignty—the high-water mark of modern democracy, and the low-water mark of the Massachusetts school system." The remark is equally applicable to Connecticut.

In 1891 there were 239 districts in the State, out of a total of 1,408, in which the average attendance was eight or less. This means that the number of small schools in the State is very large. A small school is always an expensive school even when the teacher's salary is reduced to a minimum, and expenditure for books and supplies is *nil*.

The small pay of a small school is not attractive to a trained teacher whose services are in demand at better wages elsewhere. The result is that while the Willimantic school draws its pupils almost exclusively from the eastern part of the State, a large number of its graduates do not remain here.

Thirty-eight per cent. of the last graduating class are at present teaching west of the Connecticut River. Several declined offers from schools west of the river, preferring to remain near home even at smaller salaries.

In view of all the facts enumerated above, the preparation of the pupils who enter the Normal school as shown in the following table is of interest :

	1889	1890	1891	1892	1893	1894
High School Graduates.....	11.11	19.05	10.00	8.89	17.07	35.28
Partial Course in High School	55.55	28.57	32.50	22.22	36.59	23.54
Common Schools only.....	33.33	52.38	57.50	68.89	46.34	41.18

The average age of pupils at the time of entrance is eighteen.

The function of the Normal School at present is largely to call attention to what it is possible for schools to accomplish. This it is able to do to some extent through its model schools. Every effort should be made through public meetings, teachers' meetings, school documents, and the press to promote a sentiment in favor of good schools. Public opinion cannot be legislated into existence. It is a matter of growth.

When communities come to realize that a poor school is the most expensive school, and when they learn to distinguish properly between *what is* and what *might be*, the dawn of a new era will be at hand.

The Normal School and the common school must act and react on each other until by degrees better conditions prevail. In the meantime no effort can be regarded as wasted which tends to hasten the day when a good common school education shall be within reach of every child in the State.

G. P. PHENIX.

Mr. A. B. Morrill, principal of the Normal School at New Haven makes the following report:

MR. CHARLES D. HINE,

Secretary Connecticut State Board of Education.

SIR: The report of the State Normal-Training School at New Haven for the year ending June 29, 1894, is hereby respectfully submitted.

The school was opened Monday, September 11, 1893, at 9 A. M., in the building of the Skinner School, State street. Eighty pupils were present at the first session. The school occupied the second story of the building. There were five grades and a kindergarten on the first floor to be used as model schools. The recitation work began immediately after the assembling of the school. Miss Ella M. Broderick and Miss May A. Avery, graduates of the Normal School at Willimantic, were associated with the principal as teachers in the school.

The course of study as prescribed in the catalogue of the school was begun and continued during the year.

Miss Anna S. Hart, a graduate of the Normal School at New Britain, began work in the school September 18, 1893, as teacher of mathematics and writing.

Miss Helen L. Putnam, a graduate of Smith College, was engaged October 2, 1893, as teacher of English and literature. Miss May A. Avery, who had been temporarily employed as teacher of English, returned to her work in the Normal School at Willimantic.

The teachers in the school October 6, 1893, were as follows : —

A. B. MORRILL, Principal	MARY E. KINSELLA
<i>Natural Science ; Principles of Teaching</i>	<i>Model Schools</i>
ELLA M. BRODERICK	ELLEN A. KENNY
<i>Science and Drawing</i>	<i>Model Schools</i>
ANNA S. HART	SARAH E. BRIGGS
<i>Mathematics and Writing</i>	<i>Model Schools</i>
HELEN L. PUTNAM	LUCIA M. BOWER
<i>English and Literature</i>	<i>Kindergarten</i>
ANNA M. BRENNAN	ESTELLE I. PIERPONT
<i>Model Schools</i>	<i>Kindergarten</i>

AGNES L. HALL, *Model Schools*

Pupils continued to enter the school during the first month so that the number reached ninety-eight. Many of these left during the year. Sixty-five pupils were given certificates admitting them to the senior class. The decrease in the number of pupils was due to various causes. Some who had left the High School were advised to return and finish the High School course. Others were not capable of doing the work of the school.

Work in physical culture began at the Anderson Gymnasium September 26, 1893. Instruction was given by Dr. W. G. Anderson and his assistant, Miss Benita V. Slocum, two hours a week, during the year.

Meetings of the teachers were held weekly during the year. Different phases of school work were studied.

In accordance with your directions of March 24, 1894, the Welch School was added to our training department. This school comprises twelve rooms, including a kindergarten. The addition of these rooms increased the training department to eighteen rooms. These schools for observation and training were rendered necessary by the large number of pupils who had entered the school.

I received notice January 20, 1894, from the Superintendent of the schools of New Haven, that the following rule had been adopted by the Board of Education of the New Haven City School District:—

ARTICLE IX.

SEC. 114. No candidate shall be appointed a teacher in the District who has not received a diploma from some Normal or Training School of good standing; a degree from some college or university; or who has not, by a successful experience in teaching, proved himself competent.

No graduate of any Normal or Training School shall be appointed a teacher in the District who has not taken a course for three full years in the New Haven High School, or has not taken an equivalent course of study elsewhere.

It gives me pleasure to report that the relations of the school with New Haven have been most gratifying. School officers, teachers, and other citizens have been hospitable and cordial. Everything has been done by New Haven to fulfil the conditions of establishing the school. The people have without hesitation done what they agreed to do. This readiness of response has shown a confidence in the school that has been very helpful to those engaged in the work. The responsibility for the school's success thus rests, as it should, upon those who have the work to do.

The first year of the school's history ended June 29, 1894. It was a year of profitable and hearty co-operation on the part of all concerned.

ARTHUR B. MORRILL.

PRIVATE SCHOOLS.

The following are statistics of private schools:

TABLE XXXI.

TOWNS.	NAMES OF SCHOOLS.	Number of different scholars registered.	Number over 16 years of age.	Average attendance for the year.	Length of school in days.	Number of teachers.	Number of grades.
HARTFORD COUNTY.							
Hartford,.....	*	850	2	553	187	13	8
	*	979	..	716	196	14	7
	*	735	..	675	194	12	8
	.....	364	232	113	303	7	..
	.....	40	35	38	170	12	3
	.....	41	25	35	170	7	5
East Hartford,.....	.....	336	302	...	218	7	..
Enfield,.....	*	30	..	20	185	1	..
	.....	390	..	353	205	7	7
	.....	20	..	18	80	1	..
Glastonbury,.....	.....	59	13	42	180	2	4
New Britain,.....	*	1,323	2	1,166	208	20	..
Simsbury,.....	.....	55	25	42	180	7	..
Suffield,.....	.....	13	..	9	170	1	..
	.....	150	80	115	188	13	5
Windsor,.....	.....	49	32	46	180	10	..
Windsor Locks,.....	*	370	8	266	184	6	12
Totals,.....	17 Schools,.....	5,804	756	4,207	.....	140	.....
NEW HAVEN COUNTY.							
New Haven,.....	*	625	..	475	200	10	10
	*	45	..	27	190	3	..
	*	37	..	23	193	2	..
	.....	44	..	21	205	1	..
	.....	27	12	24	170	4	..
	.....	150	125	56	200	6	..
	.....	125	120	60	200	6	..
	*	53	29	42	175	7	..
	*	863	..	675	200	12	8
	*	55	..	40	182	3	..
	.....	23	2	18	180	4	..
	.....	50	..	31	200	1	..
	.....	95	57	80	172	4	..
	.....	142	137	55	215	4	..
	.....	287	287	40	254	2	..
	.....	20	..	20	180	4	..
	.....	23	3	19	180	5	..
	.....	..	..	20	253	1	..
	.....	22	20	1	180	6	..
	*	50	..	50	48	1	..
	.....	11	4	8	168	3	..
	.....	26	7	19	185	2	..
	.....	50	2	40	190	3	6
	.....	100	32	90	180	12	..
	.....	31	..	..	180	2	8
Ansonia,.....	*	30	..	20	200	1	..
	*	59	..	46	200	2	..
Cheshire,.....	.....	16	..	9	196	1	..
	*	8	..	6	178	1	..
Derby,.....	.....	43	19	37	216	4	..
	*	402	2	286	204	8	7
	.....	73	65	..	130	3	3
	.....	30	28	15	250	1	..
Hamden,.....	.....	16	..	10	180	1	..
	.....	18	..	16	182	1	..
Meriden,.....	*	35	11	33	210	4	..
	*	111	..	91	200	2	..
	*	910	3	725	198	16	8
	*	223	..	154	215	3	7
	.....	40	..	19	the y'r	3	..
	.....	24	..	18	160	2	..

*Ecclesiastical.

TOWNS.	NAMES OF SCHOOLS.	Number of different scholars registered.	Number over 16 years of age.	Average attendance for the year.	Length of school in days.	Number of teachers.	Number of grades.
NEW HAVEN COUNTY. —Continued.							
Meriden,.....	*	310	2	284	210	4	..
Milford,.....	.....	6	..	6	185	1	..
	.....	14	3	10	131	1	..
	.....	10	..	8	200	1	..
Naugatuck,.....	.....	23	..	19	198	1	..
Orange,.....	.....	25	..	13	170	2	..
Waterbury,.....	*	198	49	175	195	12	..
	.....	42	4	24	180	2	..
	*	224	..	211	195	4	..
	*	772	..	634	202	14	8
	.....	18	..	12	135	1	4
	.....	100	100	60	220	7	..
	.....	171	162	100	165	24	..
	.....	55	..	..	175	2	..
	.....	24	..	20	185	1	..
Totals,.....	56 Schools,.....	6,984	1,285	4,995	.....	238	.....
NEW LONDON COUNTY.							
New London,.....	.....	174	119	147	178	6	4
	.....	14	..	11	200	2	..
	.....	17	..	11	190	1	..
	.....	27	10	8	177	1	..
	.....	87	40	76	186	4	..
	.....	6	4	6	125	2	..
	*	335	1	282	192	6	10
Norwich,.....	.....	274	181	250	179	13	..
	*	428	7	404	196	10	9
	*	460	..	321	194	6	..
	.....	34	..	25	200	2	..
	.....	12	..	..	190	3	..
Colchester,.....	.....	46	24	42	200	2	4
Groton,.....	.....	8	2	4	80	1	..
Lyme,.....	.....	38	19	37	167	5	5
North Stonington,.....	.....	30	9	16	180	1	3
Old Lyme,.....	.....	30	..	26	180	6	..
Sprague,.....	*	90	2	69	195	2	..
Stonington,.....	.....	39	16	28	200	5	..
	*	238	..	181	196	4	8
	.....	4	..	4	84	1	1
Waterford,.....	.....	18	2	15	82	2	5
Totals,.....	22 Schools,.....	2,409	436	1,963	.....	85	.....
FAIRFIELD COUNTY.							
Bridgeport,.....	*	164	..	117	184	6	..
	.....	33	8	31	182	4	10
	*	627	3	527	200	11	9
	.....	62	36	58	273	4	3
	.....	56	18	..	175	7	..
	.....	15	..	10	130	1	3
	.....	25	..	16	190	1	5
	.....	17	..	10	195	1	..
	.....	26	10	23	144	1	..
	.....	188	100	188	260	6	6
	.....	69	30	63	167	9	11
	.....	18	..	11	190	2	..
	.....	40	..	35	180	2	..
	.....	53	..	35	180	4	..

* Ecclesiastical.

TOWNS.	NAMES OF SCHOOLS.	Number of different scholars registered.	Number over 16 years of age.	Average attendance for the year.	Length of school in days.	Number of teachers.	Number of grades.
FAIRFIELD COUNTY.— <i>Continued.</i>							
Danbury,.....	*	844	5	706	198	13	8
	*	119	..	92	195	2	2
	.. ..	20	..	10	219	1	..
	.. ..	15	..	5	201	1	..
	.. ..	15	..	7	200	1	..
	.. ..	12	3	8	200	1	..
	.. ..	27	6	24	180	3	2
	.. ..	15	..	8	256	1	..
	.. ..	7	7	7	120	1	..
Brookfield,.....	.. ..	17	..	16	185	5	..
Easton,.....	.. ..	22	6	13	200	1	..
Fairfield,.....	.. ..	26	5	23	180	4	12
	.. ..	37	10	30	186	4	3
Greenwich,.....	*	180	..	105	186	3	..
	.. ..	62	19	50	181	7	..
	.. ..	40	..	36	203	4	..
	.. ..	21	..	21	180	4	..
	.. ..	32	2	25	154	7	3
New Canaan,.....	.. ..	28	3	28	..	1	..
	.. ..	7	2	6	200	1	..
	.. ..	20	..	17	50	3	..
Newtown,.....	.. ..	129	29	101	180	7	12
Norwalk,.....	.. ..	11	3	11	160	2	4
	.. ..	27	8	24	180	2	..
	.. ..	59	25	45	200	13	4
	*	3	..	3	175	1	..
	.. ..	492	..	356	202	8	8
	.. ..	..	..	50	..	5	..
Redding,.....	.. ..	12	2	9	170	1	..
Ridgefield,.....	.. ..	25	..	..	..	1	..
Stamford,.....	.. ..	..	20	..	..	8	..
	*	67	..	66	165	11	..
	.. ..	424	2	358	195	8	8
	.. ..	12	..	10	200	2	..
	.. ..	8	..	7	200	1	6
	.. ..	111	74	70	334	8	3
	.. ..	70	32	60	155	12	6
	.. ..	20	..	20	185	4	..
	.. ..	26	18	25	190	5	..
	.. ..	18	8	10	160	1	..
Stratford,.....	.. ..	12	..	10	120	1	2
	.. ..	40	..	..	..	2	3
Westport,.....	.. ..	130	14	100	195	4	10
Wilton,.....	.. ..	30	8	26	365	3	..
	.. ..	6	..	4	220	1	..
	*	15	5	12	190	1	..
Totals,	60 Schools,	4,706	521	3,738	.....	239	.....
WINDHAM COUNTY.							
Killingly,.....	*	511	2	245	195	6	8
Putnam,.....	*	512	..	397	188	9	9
	.. ..	76	..	57	203	1	..
Thompson,.....	*	527	..	331	200	8	..
	*	70	..	..	60	1	3
Windham,.....	*	765	3	548	205	14	..

* Ecclesiastical.

TOWNS.	NAMES OF SCHOOLS.	Number of different scholars registered.	Number over 16 years of age.	Average attendance for the year.	Length of school in days.	Number of teachers.	Number of grades.
WINDHAM COUNTY. — Continued.							
Woodstock,.....	74	30	51	195	4	4
Totals,	7 Schools,	2,535	35	1,629	.....	43	..
LITCHFIELD COUNTY.							
Litchfield,.....	6	..	5	180	1	..
Canaan,.....	61	..	48	150	4	..
Colebrook,.....	2	..	..	120	1	..
.....	2	..	..	145	1	..
Cornwall,.....	15	7	12	179	3	..
Goshen,.....	24	10	12	176	1	..
Kent,.....	26	7	16	180	1	..
New Hartford,.....	263	..	168	189	4	..
New Milford,.....	26	..	14	177	2	..
Norfolk,.....	43	14	36	175	4	..
No Canaan,.....	45	15	32	187	4	..
Roxbury,.....	25	10	22	115	1	..
Salisbury,.....	16	..	10	190	1	..
.....	75	54	72	180	6	4
*	84	3	54	195	2	..
Torrington,.....	462	..	369	200	8	..
Washington,.....	47	17	39	184	5	..
.....	15	..	14	190	2	..
Watertown,.....	6	..	6	120	2	..
.....	38	242	7	5
Winchester,.....	42	13	38	242	6	10
Woodbury,.....	325	15	243	191	2	4
.....	49	6	31	..	..	..
Totals,.....	22 Schools,	1,659	171	1,241	.....	68	.....
MIDDLESEX COUNTY.							
Middletown,.....	547	..	346	187	8	6
.....	59	16	45	176	4	..
.....	14	..	8	185	1	..
.....	15	..	12	..	1	..
.....	9	..	..	95	2	2
Clinton,.....	279	56	227	177	13	14
Old Saybrook,.....	10	5	10	185	1	4
Portland,.....	240	3	175	191	6	..
Totals,.....	8 Schools,	1,173	80	823	.....	36	.....
TOLLAND COUNTY.							
Stafford,.....	250	1	183	177	4	9
Vernon,.....	97	..	74	220	2	2
*	348	..	260	186	5	7
Totals,.....	3 Schools,	695	1	517	.....	11	.....

* Ecclesiastical.

SUMMARY.

COUNTIES.	Number of Schools.	Number of different scholars reg- istered.	Number over 16 years of age.	Average attendance for the year.	Number of teach- ers.
Hartford,.....	17	5,804	756	4,207	140
New Haven,.....	56	6,984	1,285	4,995	238
New London,	22	2,409	436	1,963	85
Fairfield,	60	4,706	521	3,738	239
Windham,.....	7	2,535	35	1,629	43
Litchfield,.....	22	1,659	171	1,241	68
Middlesex,.....	8	1,173	80	823	36
Tolland,.....	3	695	1	517	11
The State,.....	195	25,965	3,285	19,113	860

SCHOOLHOUSES AND LIBRARIES.

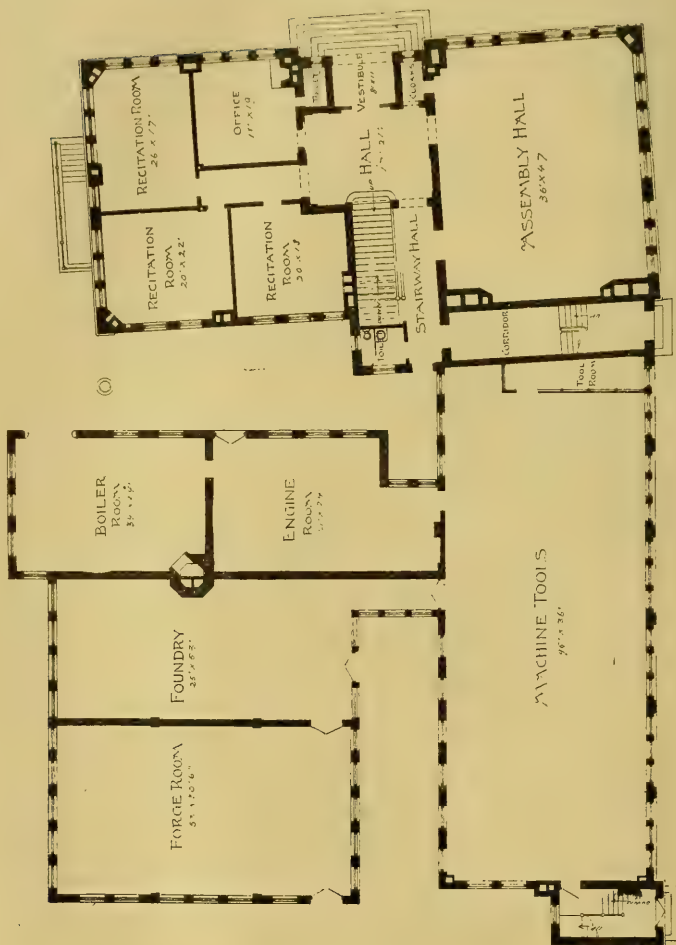
Summary of Statistics, 1892-93.

Number of new schoolhouses built in the year, .	12
Number of schoolhouses in the State, . .	1,635
Number of schoolhouses reported in poor condition, .	150
Increase for the year,	10
Number of schools having libraries, . . .	461
Number of books in school libraries, . . .	82,128
Number of districts drawing State money during the year,	392
Total amount of library money paid to districts in the fiscal year,	\$6,505.00
Number of public libraries reported, . . .	107
Number of sittings in public schools, . . .	136,256

Summary of Statistics, 1893-4.

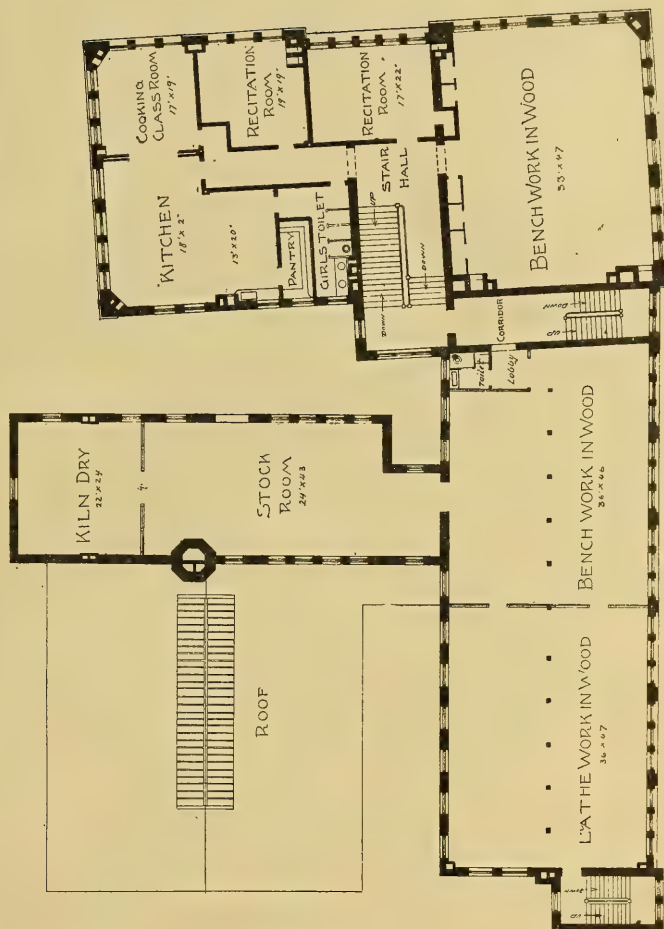
Number of new schoolhouses built in the year, .	20
Number of schoolhouses in the State, . . .	1,622
Number of schoolhouses reported in poor condition, .	136
Decrease for the year,	14
Number of schools having libraries,	484
Number of books in school libraries,	101,875
Number of districts drawing State money during the year,	383
Total amount of library money paid to districts in the fiscal year,	\$6,185.00
Number of public libraries reported,	107
Number of sittings in public schools,	139,228

BOARDMAN MANUAL TRAINING SCHOOL
NEW HAVEN CONN



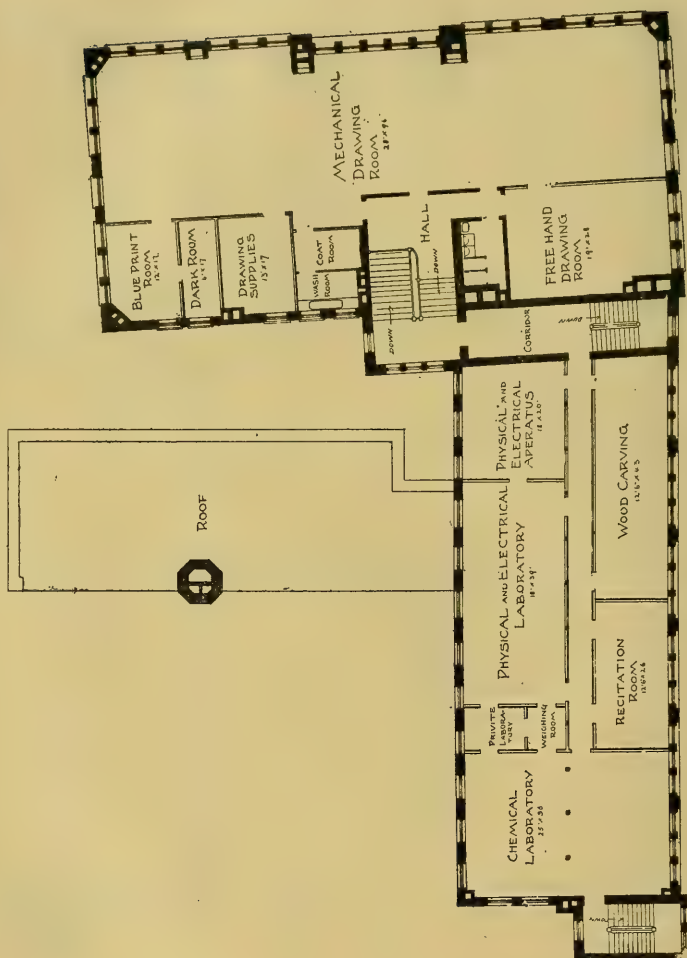
BOARDMAN MANUAL TRAINING SCHOOL

NEW HAVEN CONN

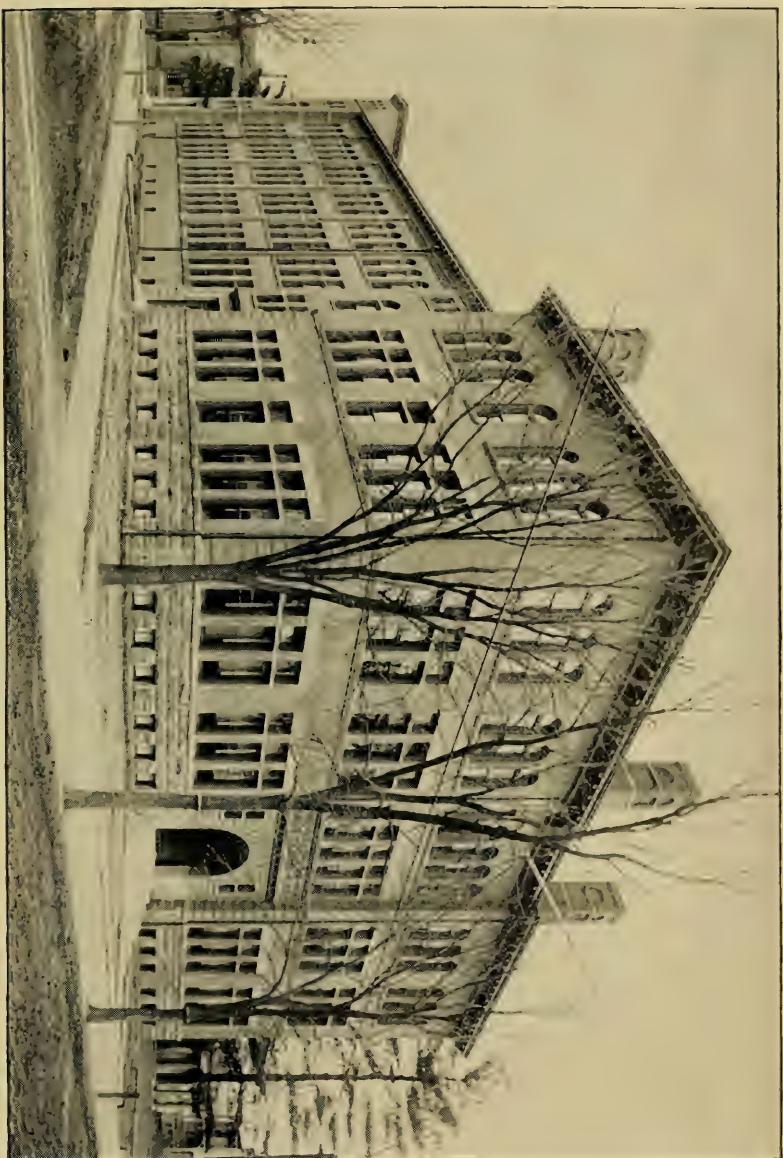


SECOND FLOOR PLAN

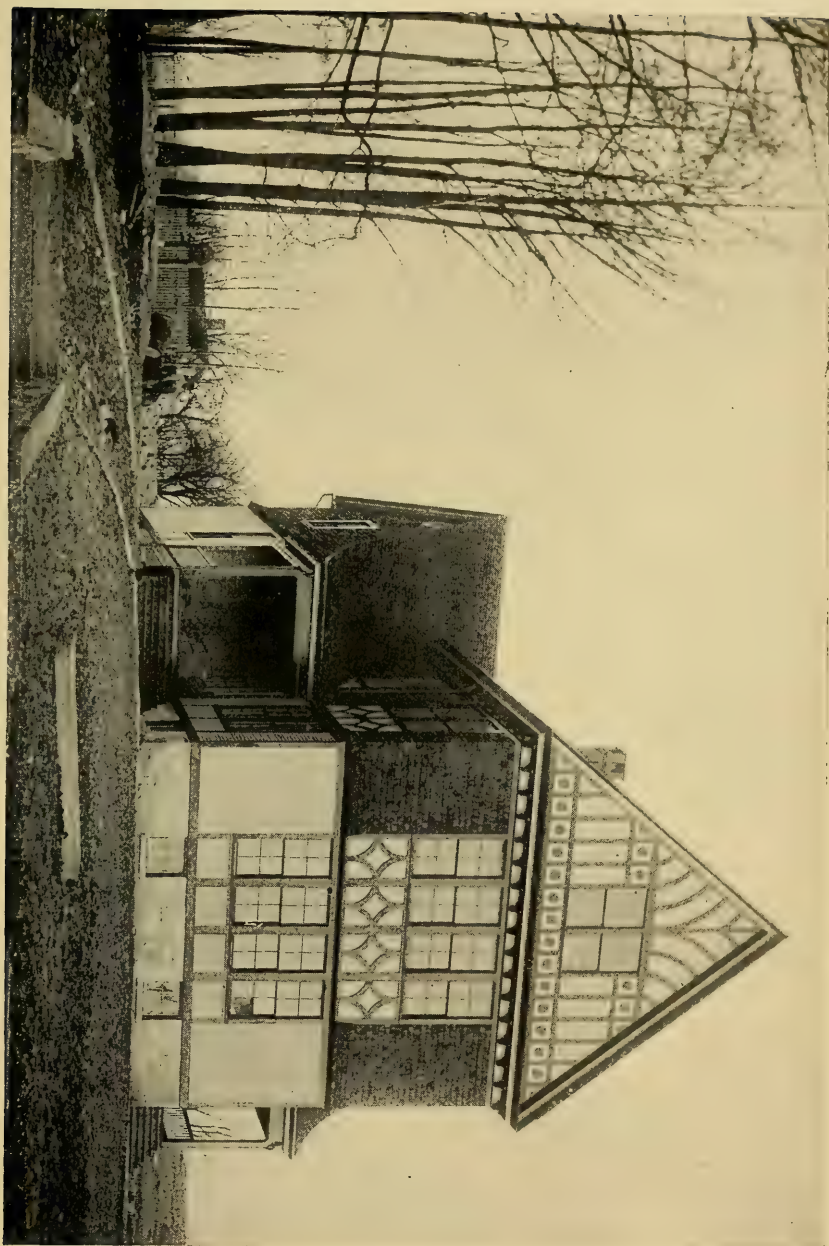
BOARDMAN MANUAL TRAINING SCHOOL
NEW HAVEN CONN.



THIRD-FLOOR PLAN.



BOARDMAN MANUAL TRAINING SCHOOL, NEW HAVEN.



PUBLIC SCHOOL, HOPEVILLE.

SCHOOL LIBRARIES.

The following is the law relating to the establishment and maintenance of school libraries :

SEC. 2218. The Treasurer of the State, upon the order of the secretary of the State Board of Education, shall pay ten dollars to every school district, and to every town maintaining a high school, which shall raise by tax or otherwise a like sum for the same purpose, to establish within such district, or for the use of such high school, a school library composed of books of reference, and other books to be used in connection with school work, and to procure maps, globes, or any proper philosophical and chemical apparatus; and the further sum of five dollars annually, upon a like order, to every such district or town which has raised a like sum for the current year for maintaining or replenishing such library or apparatus. And if the number of scholars in actual attendance in any such district or high school exceeds one hundred, the Treasurer shall pay ten dollars in the first instance, and five dollars annually thereafter, for every one hundred or fractional part of a hundred scholars in excess of the first hundred. The expense incurred by any district in accordance with the provisions of this section may be reckoned among its incidental expenses, and be defrayed in the manner provided in this title for such incidental expenses.

SEC. 2219. The selection of all books and apparatus to be purchased shall be made or approved by the board of school visitors; which shall also prescribe the rules for their management, use, and safe keeping.

[Chapter XVII, Acts of 1889.]

SECTION 1. The joint board of selectmen and school visitors in each town shall have power to appropriate money for the purchase of books and apparatus to be used in the public schools of the town. The money thus appropriated shall be expended by a committee on libraries and apparatus, which shall be annually appointed by the school visitors, to whom the treasurer of the town shall pay such money upon the written order of such committee. The treasurer of the State, upon the order of the secretary of the State Board of Education, shall annually pay the said committee five dollars for every public school within said town, and if the number of scholars in any public school within the town exceeds one hundred, the treasurer shall annually pay to said committee five dollars for every one hundred scholars and fractional part of one hundred scholars in actual attendance at such school; *provided, however*, that no greater amount shall be paid to such committee by the State than is paid during the same year by the town for the same purpose; *and provided further*, that any amount paid by the State under section 2218 to any district or for any high school within said town shall be deducted from the amount payable under this act. The books and apparatus purchased under the provisions of this act shall be and remain the property of the town, and under the care and control of the said committee on libraries and apparatus.

1. *District libraries.*—The following are entitled to this grant *annually*:

1. Every school district.
2. Every town maintaining a high school. This is in addition to the sum received for the districts of such towns.
3. Every town whose joint board has appropriated the money necessary to obtain the State grant.

Consolidated towns receive as much as they would have received under the district system.

The library year is the same with the calendar year.

2. *The amount,*—Is based upon the registration of the school as found in the returns to the State Board of Education by the school visitors, town committees, or boards of education of independent districts. This report is made up from the registers of the several district schools of the town.

1. (a) The *first payment* is \$10 to any district.

The *subsequent payments* are \$5.00 to any district with an additional \$5.00 for every 100, or fractional part of 100 scholars in excess of the first 100.

3. *The conditions are*—

1. That the district or town raise and expend a like sum.
2. That previous grants have been properly expended.

4. *What the grant may be expended for.*

1. A school library composed of
 - books of reference and other
 - books to be used in connection with school work.
2. Maps.
3. Globes.
4. Proper chemical or philosophical apparatus.

5. *Who may expend the grant.*—The law does not distinctly authorize district committees to expend the money; but where the district system exists the committee usually

receives and expends the money, or controls the expenditure.

In towns where the money is appropriated by the joint board, the money is expended by the library committee of the school visitors.

6. *Expenditures must be approved*

by the school visitors.

The law in substantially its present form was passed in 1857. In 1889, the important section which permits towns to control the expenditure and the books was passed. History of
School Libraries.

Under these acts the total sum paid out to Sept. 30, 1894, was \$107,695.70.

The following table shows the number of districts drawing the amount of the annual State grants and the amount expended by the districts.

Year.	No. Districts Drawing.	Amount.	Amount Expended.
1866	94	\$590.00	\$635.00
....	..	.....	1,242.12
1867	..	515.00	1,580.71
1868	80	865.00	2,802.93
1869	117	1,730.00	3,898.87
1870	128	1,960.00	5,226.64
1871	139	2,385.00	8,065.20
1872	161	2,345.00	7,458.97
1873	204	2,955.00	7,945.80
1874	183	3,340.00	8,095.73
1875	169	2,450.00	7,668.82
1876	154	2,900.00	8,262.15
1877	132	2,270.00	7,448.72
1878	178	2,975.00	9,543.96
1879	167	3,190.00	7,643.14
1880	195	3,040.00	7,412.54
1881	221	3,005.00	9,446.50
1882	221	4,255.00	9,476.98
1883	188	3,470.00	12,552.57
1884	165	3,090.00	14,968.52
1885	195	3,025.00	13,672.72
1886	185	3,300.00	11,535.05
1887	203	3,525.00	11,061.74
1888	287	5,000.00	13,192.42
1889	242	3,835.00	11,333.72
1890	312	5,890.00	15,331.20
1891	267	4,405.00	16,443.14
1892	294	4,485.00	15,121.33
1893	295	4,960.00	15,426.86
1894	392	6,505.00	15,180.65
1895	383	6,185.00	18,824.55

The number of books reported in the years of 1885 to 1894 is as follows :

1885	28,035	1890	57,786
1886 . . . . .	....	1891	61,446
1887	43,873	1892	66,903
1888	47,907	1893	75,641
1889	56,819	1894	82,128
		1895	101,875

The number of school libraries reported in the years 1884 -1894, is as follows :

1884	240	1890	380
1885	219	1891	364
1886	262	1892	383
1887	290	1893	398
1888	322	1894	461
1889	377	1895	484

Object.

The object of these libraries is

1 *To supply teachers and scholars with such books of reference as are needed to explain or illustrate the studies pursued in the schools.*

Among the books necessary to a school, are a good cyclopædia and dictionary. Children can learn to use these as soon as they can read, and they acquire the valuable habit of looking to them for information. *The habit of using books* is one which should be fixed in school.

2. *To facilitate school work by supplying material for topical study and regular reading upon selected subjects.*

Single text-books are no longer adored. It has been learned that children can be directed to the study of subjects in history and geography, and can with profit and delight cull from many books the good which they contain. They can be introduced to and made to love the literature which the English language contains. All this is better than the memorizing a single text-book which was easier for the teacher but starved the scholar.

3. *Supply such books for general reading that children will in school form the early habit of reading.* The main object of school is to teach children to read, not for the sake

of reading, but that larger stores of knowledge may constantly be opened to them. It is a strange misconception of the function of a school that will allow the pupils to go out with the tools of knowledge but deny them the ability to use them. They need to read not only upon the topics assigned for lessons, but to gain an entrance into the world of literature. They become acquainted with the men and thoughts which the world has produced.

It would be to the advantage of the school libraries if they could be merged in the town libraries, provided for on page 170. The money could be used for books which would be a part of the town library, but could be loaned to the district schools under liberal conditions.

Connection with town libraries.

It is difficult to organize and maintain libraries in the small districts. The committees who have charge of the school-houses change from year to year; there is no one who has continuous responsibility. Often, no book-case has been provided. The books, having no abiding place, are the sport of thoughtless and unappreciative persons until piece by piece they disappear. Sometimes the only evidence of former expenditure is broken apparatus and torn maps and mutilated books.

Small districts.

There is little evidence that the money is directly diverted to purposes not contemplated by the law. In one case, it appeared that the money was used to shingle an outbuilding. There is testimony showing that the money was spent for a stove, which was regarded as "apparatus." There is evidence that the committee has retained the money raised by the teacher and children to obtain the grant from the State. Such diversions are numerous enough to point out that there should be for every town a continuous committee able to preserve the contributions of the children and the grant of the State.

Use of money.

The most serious objection to State grants to districts is the capricious and unwise selection of books. A dictionary cannot be a mistake, but books are found on every subject probably reflecting the notions of the reigning committee.

Selection of books.

"Belot's French Novels" and "Doddridge's Rise and Progress," found in one school library, cannot by any stretch of imagination be said to be connected with school work. A library committee of the board of visitors should expend the money.

Use of books.

The difficulty has been that books were not entirely welcome in some schools because their use was not known. There has been idolatry of text-books and fear of good reading. Study is often contrasted with reading, even when the reading is upon the subject in hand. It is true that time might be dissipated in reading, but always good books of reference and books of information upon school subjects are stimulating to study, promote a habit of investigation, which is the most important habit a child can acquire. District libraries might accomplish this, and if they are to be continued should be organized and managed with this in view.

Existing libraries.

There are libraries which have for many years received the attention and care which all should have received. They have become valuable adjuncts and assistants to the schools. These should continue to receive the State grant unless they can be merged in a Town Library.

PUBLIC LIBRARIES.

[Pages 170-262 from Report of Public Library Committee.]

Below will be found the law relating to libraries passed by the General Assembly of 1893, and found on page 321 of the Public Acts :

SECTION 1. Any town, borough, or city may establish a public library, the use of which, under proper regulations, shall be free to its inhabitants. Any town, borough, or city may expend such sum of money as may be necessary to provide and furnish suitable rooms or a suitable building for the library so established, or for a previously existing public library, the use of which is free to its inhabitants.

SEC. 2. Any town, borough, or city may annually expend such sum of money as shall be necessary for the proper maintenance and increase of a public library within its limits whose use is free to its inhabitants. Any town shall have power at any meeting, duly called for the purpose, to fix by a proper by-law the amount which shall be annually expended for the public library therein. The treasurer of such town shall thereafter annually pay upon the order of the officer designated by the directors or trustees managing its public

library the bills incurred for the maintenance and increase of said library, not exceeding in the aggregate the sum specified in said by-law. The town clerk may deposit in a public library within his town any books other than records placed by law or otherwise in his custody.

SEC. 3. Any town, borough, or city may receive, hold, and manage any devise, bequest, or donation for the establishment, increase, or maintenance of a public library within its limits.

SEC. 4. In the absence of any other lawful provision for the management of a public library in any town or borough, the said town or borough shall elect a board of directors who shall manage said public library. Said board may, from time to time, make by-laws not inconsistent with the laws of this State for its own government, and may adopt rules controlling the use of the library and the administration of its affairs. Said board shall have the exclusive right to expend according to its best judgment all money appropriated by the town or borough for the library, and shall have control of the grounds, buildings, and rooms used for the purposes of the library.

SEC. 5. The first election of directors may take place at any meeting of the town or borough called for that purpose. It shall first be determined by a by-law of the town to be adopted at this meeting what the number of directors constituting said board shall be, such number to be in all cases one divisible by three. One-third of this number shall then be elected to hold office until the next annual meeting, one-third until the second annual meeting, and the remaining one-third until the third annual meeting thereafter. At each annual meeting of said town or borough, one-third of the directors shall be elected by ballot to hold office for three years.

SEC. 6. No director of a public library elected as above provided shall receive compensation for any services rendered as director.

SEC. 7. The State Board of Education shall annually appoint five persons who shall be known as the Connecticut Public Library Committee.

SEC. 8. No member of said library committee shall receive any compensation for his services as such member, but the board may expend a sum not exceeding five hundred dollars annually for clerical assistance and incidental and necessary expenses incurred in the discharge of its duties.

SEC. 9. The librarian or director of any public library and the teachers of any public school may ask said committee for advice and assistance in regard to the selection and purchase of books, the cataloguing of books and any other matters pertaining to the maintenance or administration of the library, and the committee shall give advice and assistance in regard to said matters so far as it shall find it practicable to do so. The committee shall biennially make a report of its doings to the General Assembly.

SEC. 10. If any town having no free public library shall establish a free public library and shall provide for the care, custody, and distribution of books and for the future maintenance and increase of such library in a manner satisfactory to said library committee, said committee is hereby authorized to expend for books to be selected by the said committee a sum not to exceed the amount expended by the said town for the establishment of such library and not to exceed two hundred dollars.

SEC. 11. The treasurer of the State shall pay the bills incurred under this act upon the order of the secretary of the State Board of Education. Said board shall keep an account of all money expended under this act, and the Comptroller shall annually audit said account. The provisions of sections 405 and 407 of the General Statutes shall not apply to the payment of money expended under this act.

SEC. 12. No person shall be ineligible by reason of sex to serve on the board of directors of any public library or on the Connecticut Public Library Committee.

SEC. 13. Sections 143, 144, and 153 of the General Statutes are hereby repealed.

Under this law the State Board of Education appointed the following committee :

Caroline M. Hewins, Hartford.
Addison Van Name, New Haven.
N. L. Bishop, Norwich.
Storrs O. Seymour, Litchfield.
Charles D. Hine, New Britain.

Mr. Addison Van Name declining to serve, Mr. Charles E. Graves of New Haven was appointed to fill the vacancy.

The committee organized by the election of the following officers :

Charles D. Hine, Chairman.
Caroline M. Hewins, Secretary.

Circular.

In the month of September the following circular was issued :

The committee desires to interest you and all good citizens in the establishment and maintenance of free public libraries. Such libraries are an efficient means of education, and ought to be easily within the reach of every person in the Commonwealth. Especially should the advantages of a good library be proffered to every child.

The committee wishes that this be brought to the attention of the citizens of your town by informal or public meetings, to the end that funds may be secured for the establishment of a library provided for by this law. These funds can be obtained by social gatherings, entertainments, or subscriptions. Books of value will be obtained by solicitations, and by the generous desire of many to contribute to the intellectual activity and material prosperity of the town; and the town can vote the sum which will secure the grant of books purchased by the money of the State.

The members of this committee are charged with the duty of assisting in the establishment of these libraries, and wish every town in Connecticut to take advantage of the law.

Many towns have libraries which are the result of individual effort, supported by subscription fees. If the subscribers convey these libraries to the towns, which accept them by voting a sum not exceeding two hundred dollars (\$200), with the promise of future care and increase, the State grants an equal amount. If there is such a library in your neighborhood, we shall be glad to suggest how its books may go into every family and school in the town, instead of being confined to a few paying readers.

If you have no library at all, there is all the more need of exciting an interest in one.

The following circular was also issued :

Circular.

What a free library does for a country town.—

1. It keeps boys at home in the evening by giving them well-written stories of adventure.
2. It gives teachers and pupils interesting books to aid their school work in history and geography, and makes better citizens of them by enlarging their knowledge of their country and its growth.
3. It provides books on the care of children and animals, cookery and house-keeping, building and gardening, and teaches young readers how to make simple dynamos, telephones, and other machines.
4. It helps clubs that are studying history, literature of life in other countries, and throws light upon Sunday-school lessons.
5. It furnishes books of selections for reading aloud, suggestions for entertainments and home amusements, and hints on correct speech and good manners.
6. It teaches the names and habits of the plants, birds, and insects of the neighborhood, and the differences in soil and rocks.
7. It tells the story of the town from its settlement and keeps a record of all important events in its history.
8. It offers pleasant and wholesome stories to readers of all ages.

Has your town a free library? If not, see that one is called for at your next town meeting. If your town votes to expend \$200 or less for it this year, and promises its future increase and maintenance, the State will give it books equal in value to the amount voted this year. That is, if you vote only \$25 the State will give you \$25 worth of books. The promise of future increase should state that the town will give every year not less than a certain sum. If you cannot afford to hire a room, and pay a librarian, there is probably a vacant room in some house in the central part of the town, the use of which the owner can be induced to give as a contribution to the Free Library, and two or three young women can easily be persuaded to take charge of the books in turn without pay.

There are two objections to a free library in almost every town. One is the existence of several villages, every one of which fears it will be less benefited by a free library than its neighbors. The other is, that library associations supported by subscriptions are afraid to give themselves up to town control.

Both of these obstacles have already been successfully overcome in free libraries in this State, as any member of the committee on whom you find it most convenient to call will show you.

It gives us much pleasure to hear from or meet anyone who is interested in a free library, and we are ready to go to any town in the State where there is a desire to establish one.

Warning.

Suggestions.—In order to bring the establishment of a library before the town meeting, the following clauses should be inserted in the warning:

(1) To see if the town will establish a free public library and provide for the care, custody, and distribution of books, and the future maintenance and increase of such library.

(2) To make the necessary appropriations of money and enact the necessary by-laws, and do whatever else is necessary under the provisions of Chapter 178 of the Public Acts of the State of Connecticut, passed at the general session of 1893, in order to obtain the benefits of the expenditure by the State of \$200 for a free public library in this town.

(3) To adopt a by-law determining the number of directors of the public library and to elect such directors.

(4) To fix by proper by-law the amount which shall annually be expended for a public library.

Town meeting.

The votes of the town meetings should be as follows:

(1) That the following by-laws of the town are hereby adopted, to be known as the public library by-laws:

(a) A public library is hereby established, which shall, under the proper regulations to be adopted by the directors, be free to all the inhabitants of this town.

(b) The number of directors of the public library shall be nine.*

(c) The amount which shall be annually expended by the town for the maintenance and increase of the public library shall be \$200.

(2) That \$200 is hereby appropriated out of the funds in the hands of the treasurer for the establishment of a public library, and the treasurer is directed to pay such money to any person authorized by the directors of the public library to receive it.

(3) That the directors are authorized to provide a suitable room or rooms for the public library.

Gifts or loans.

If the library directors are to receive a gift or loan of books, the following vote should be passed:

The directors of the public library are hereby authorized to receive (name the gift of books), and are authorized to agree to accept such books as a part of the free public library.

* The number of directors may be any number divisible by three.

The amount appropriated for the establishment of the library may be any sum less than \$200, but the State committee can only equal the sum appropriated by the town. Town appropriation.

Similarly the sum voted for the annual care and maintenance can be any sum more or less than \$200. Care and maintenance.

The board of directors should choose as officers, a chairman, secretary, and treasurer. Officers of board.

A room for the library should be selected, and definite rules and regulations for the care and distribution of the books made.

The following should be sent by the directors to the State Library Committee : Conditions.

1. An attested copy of the vote of the town establishing the library, and appropriating the sum for the maintenance and annual care ; also, the names of the directors.

2. The names of the officers, a copy of the rules and regulations, and a statement of the provision made for the care and custody of the books

The library committee will act upon this evidence.

Suggestions for the Smallest Libraries. The methods named below are the simplest and easiest for free country libraries of less than a thousand volumes, but not for larger libraries, in thickly-settled or manufacturing towns, with a floating population.

A small library often opens with two or three hundred volumes, and increases at the rate of from twenty to fifty a year. In ten or twelve years it will be large enough for a card catalogue, but at first the best catalogue that it can have, except a simple printed list of books, is a good librarian. The right one for a country town is a woman who knows the needs and tastes of readers, is well-read enough to recommend interesting books, and is in sympathy not only with young children, but with the older pupils in the public schools. It is not difficult to find, in any town, two or three women who will do the work of the library for love, if the yearly appropriation is not enough to pay a salary to one person.

When a town library opens with more than a thousand

volumes, like Suffield and Wethersfield, for example, with two thousand each, the gift of library associations which have existed for years, a more elaborate system of classification and cataloguing should be used. It is best for a library of this size to have a card catalogue made by a person who has been in a library training class, or to send its librarian to the library class in the summer school at Amherst, Mass., for a few weeks' instruction; but any intelligent reader can learn much from Miss Plummer's "Hints to Small Libraries," a book furnished by the State.

Supplies. Every library, however small, needs an accession-book, a register, a dating-stamp, book-plates, borrowers' cards, labels, charging-cards, and shelf-lists. The accession-book, register, and stamp are provided by the State.

Ordering and Entering Books. If you are not near a large town, it is best to order books from one of the large firms in Boston or New York, who will give you from 30% to 33% discount and pay express. Sometimes, however, it is for the advantage of a small library to deal with a book-seller near by. When the books are received, check them on the bill, and go through them, page by page, to see if any leaves are imperfect, repeated, or missing. Those found perfect should be marked *c* (collated), under the date on the title page, and others sent back to be exchanged.

Book-plates should be pasted inside the front cover, at the top. Dip them in water for a few minutes, lay them face downward on a sheet of thick glass, and put on a coating of thin paste with a flat brush. Common boiled flour-paste, with a little alum in it, and a few drops of oil of cloves, may be kept several weeks in a glass fruit-jar, tightly screwed. Leave every book open till the plate is dry. A good form for a book-plate, printed or lithographed, is —

THE — PUBLIC LIBRARY.

Added (Date)-----

Accession No.-----

Class----- No.-----

Some libraries paste pockets of bank-note or manilla pa-

per in the inside of the back cover to hold borrowers' cards, but this is not necessary in the smallest libraries.

It is convenient in entering an invoice of books in the accession-book to arrange them by authors in alphabetical order. Give every volume a separate number, and write this number on the book-plate.

A sample entry in the accession-book is —

Accession.	Class.	Book No.	Vol.	Author.	Title.	Place & Publisher.	Date.	Pages.	Size.
1	—	—	—	Alcott, Little L. M.	women.	Bost.: Roberts Bros.	—	—	16°

Binding.	Source.	Cost.	Remarks.
Cloth.	Smith & Co.	\$1.20	Lost by — — Nov. 3, 1895. Paid for.

Some libraries measure the length and breadth of books in inches instead of giving the size as 16°, 12°, 8°, etc. It is a more exact method. The advantage of an accession-book is that if a book is lost an exact duplicate may be ordered, and if a library is burned every volume is described and the value clearly shown. For this reason, the accession-book should be kept when not in use in a safe, if possible, and certainly not in the same room with the library.

Registering Readers. The library should provide a blank-book, neatly bound, for a register. One containing a hundred pages can be bought for fifty cents. At the top of every page the librarian should write—

“I promise to obey all the rules of the ——— Library.”
She should also number every line.

Every reader should sign his or her name, also residence, if there are numbered streets in the town. It is most important that there should be no age-limit, but that every child should be allowed the use of the library as soon as he or she can read and write. A library which keeps children away until twelve or fourteen prevents them from forming the habit of reading, which, if not learned young, is rarely learned at all. Some libraries give children under fourteen only one book a week, except in vacation-time. This prevents them from reading too much. Every reader should have a card, about 5 x 3 inches, like this—

READ THE RULES ON THE OTHER SIDE OF THIS CARD.

No.

THE — PUBLIC LIBRARY.

Name,

Residence,

with his name and number upon it. The number is the number of the line where he signs his name. This card should always be kept in his book. The date when every book is taken and returned is stamped upon it by the librarian. A few simple rules should be printed on the back. There is danger that small libraries will copy the rules of larger ones, and adopt many minute regulations and restrictions only needed in cities.

The following rules are suggested for a small library :

(At the top of the Card.)

The Library is open on

from

to

Rules.

1. Only one book can be taken on this card.
2. The card must always be presented when a book is taken, returned, or renewed.
3. Books may be kept out _____, and renewed for _____ unless some person is waiting for them.
4. A fine of _____ a day must be paid for books kept over time.
5. If a card is lost, _____ must be paid for a new one.
6. This card must be returned to the Library if the holder moves out of town.

“ Every person who shall willfully write upon, injure, or destroy, any book, plate, picture, engraving, or statue, belonging to any library not exclusively owned by himself, shall be fined not less than five dollars, nor more than five hundred dollars.”— (General Statutes Conn., page 501, Section 9.)

Charging Books. A good method for a library whose circulation is not large is to charge books on manilla cards, eight inches high and ten wide. These cards should be ruled on both sides in red down the page, and in blue across it with a half-inch space at the top for the reader's name and number. It is most convenient to write the names as in a

directory, with the surname first. The red lines should be half an inch apart. The circulation of the library may be so small that the librarian has time to write the title of every book taken out, besides the accession-number, and in this case she can write across two or three of the lines. This is useful if she wishes to state in her report, at the end of the year, what books are most popular, and how many times they have been out. If there is not time for this, she can write the accession-number of the book only. The date is to be stamped with the rubber hand-stamp provided by the State, both on the card kept in the library and the one presented in the book. This is for two reasons. First, to remind the borrower how long he has had his book; second, that if he has a fine to pay, there may be no doubt as to the date when a book was taken, or suspicion of mistake on the librarian's part.

A week or two before the library is to open, notice should be given in the churches or local paper that all persons wishing to take books are asked to sign their names on a certain day. Do not give out any books for a week, until the cards are made. This saves a great deal of confusion. Have a plain wooden box four or five inches high and two feet long, and, as fast as the charging-cards are finished, file them away in exact alphabetical order. This makes it easy to find them. File the readers' cards also till called for.

A specimen card, reduced in size, is —

Brown, James K. No. 36.

J 4	425	J 18								

The first column represents the date when the book is taken, the second the accession-number, and the third the date of return. This system of charging preserves a record of the books taken by every reader, and may be interesting

when the lives of future presidents and statesmen are written.

Classification. It is best to keep books of the same class by themselves, arranged in alphabetical order. As simple a classification as can be made for a library of a few hundred volumes is :

- A Arts and Amusements.
- B Biography.
- C Children's Books.
- H History.
- L Literature, including Essays, Poetry, and Plays.
- M Magazines.
- N Novels.
- R Reference.
- S Science.
- T Theology, Education, and Charitable Work.

Every volume should have the accession-number and class letter written on the book-plate, and the class-letter should be repeated on a label, like this [] on the middle of the back of the book. The labels should be gummed firmly. The mucilage on the back is useless, and some librarians buy them without it. Paste is not much better, but Higgins's Drawing-board Mucilage, that costs fifty cents a jar and keeps a long time, is good. Books may be charged by this number, and class-number, but should be placed on the shelf under their author's name. Thus : Jane Austen's novels come on the shelf before Jane G. Austin's, and are arranged in the following order : Emma, Mansfield Park, Persuasion, Pride and Prejudice, Sense and Sensibility. It is easy to keep all books in this order under their respective classes. When a new one comes in, make room for it. Before your books go out, make what is called a shelf-list of the books as they stand in order. Write it on loose sheets, and if you cannot afford a shelf-list binder from the Library Bureau keep them carefully in large manilla envelopes. A shelf-list entry is like this :

Accession No.	Class C.	
29	Alcott, L. M.	Jo's boys.
238		Little men.
1		Little women.
42		Under the lilacs.

Use common writing-paper if you cannot buy shelf-lists ready ruled. Leave spaces between for future books. Once a year, go over the shelves with the list, and check all books that are in. Then read over your readers' cards and find out what books are unaccounted for.

Every volume should have a separate line in the shelf-list. It is easy to print a simple little catalogue, or finding-list, from the shelf-lists, but do not make the mistake that some libraries do, of giving every volume a printed line. If you have twenty volumes of *The Century*, say under Class M, *Century*, v. 1-20, or *Green's History* in four volumes, say under Class H, *Green, J. R., History of England*, 4v.

A catalogue divided into classes, under authors' names, is all that you need for the next few years. Get all the bound illustrated magazines that you can. *Harper* is the most useful, because it has an index up to 1893, which you cannot afford to be without. You will need it every day in answering questions.

Statistics of Libraries.

The following tables give statistics of libraries for years 1892 and 1892-3. The statistics for 1894 could not be obtained until the end of the calendar year.

These statistics and the sketches of libraries have been gathered and compiled by Miss Alice S. McQuaid, clerk in the office of the State Board of Education.

TABLE XXXII.—

TOWN.	NAME OF LIBRARY.	CHARACTER.				VOLUMES.	
		General.	Special.	Free.	Subscription.	Books.	Pamphlets
Abington,†	Social Library, . . .	yes	....	....	yes	1,007	343
Andover,	Porter Library, . . .	yes	....	....	yes	1,106	290
Ansonia,	Ansonia Memorial, . .	yes	....	yes	....	780	....
Ashford,	Babcock Library, . . .	yes	....	yes	....	2,909	....
Avon,	Avon Circulating Library,	yes	....	....	yes	383	70
Berlin,	Berlin Free Library, . .	yes	....	....	yes	1,254	15
Bethlehem,	Bethlehem Library, . .	yes	....	....	yes	1,050	....
Birmingham,	Allis Circulating Library,	yes	....	....	yes	3,500	....
Bolton,	Bolton Free Library, . .	yes	....	....	yes	800	....
Bridgeport,	Bridgeport Public Library,	yes	....	yes	....	21,755	1,319
Bridgeport,	Sea Side Institute, . .	yes	....	yes	....	1,000	....
Bristol,	Free Public Library, . .	yes	....	yes	....	4,028	85
Brooklyn,	Brooklyn Town Library, .	yes	....	....	yes	1,100	....
Centerbrook,†	Central Library, . . .	yes	....	....	yes	368	....
Cheshire,	Cheshire Library, . . .	yes	....	....	yes	....	....
Chester,	Chester Public Library, .	yes	....	....	yes	1,345	....
Clinton,	Morgan School Library, .	yes	....	....	yes	2,420	....
Colchester,	Colchester Library, . .	yes	....	....	yes	2,449	....
Columbia,	Columbia Free Library, . .	yes	....	yes	....	2,478	....
Cornwall,	Cornwall Library, . . .	yes	....	....	yes	2,024	193
Coventry,	Porter Library, . . .	yes	....	....	yes	366	....
Cromwell,	Belden Library, . . .	yes	....	....	yes	880	1†
Danbury,	Danbury Library, . . .	yes	....	yes	....	10,706	....
Dani's's'nv'le,†	Free Public Library, . .	yes	....	yes	....	2,820	....
East Hartford,	Raymond Library, . . .	yes	....	....	yes	2,000	100
East Morris,†	Morris Library, . . .	yes	....	....	yes	380	....
Easton,	Easton Academy Library,	yes	....	....	yes	245	....
East River,†	East River Library, . .	yes	....	....	yes	1,500	200
Ellington, †	Ellington Library, . . .	yes	....	....	yes	612	....
Essex,	Essex Library, . . .	yes	....	....	yes	700	....
Fairfield,	Memorial Library, . . .	yes	....	....	yes	1,690	....
Fairfield,	Mill Plain Library, . . .	yes	....	....	yes	1,175	....
Falls Village,†	David M. Hunt Library,	yes	....	....	yes	1,346	....
Farmington,	Village Library, . . .	yes	....	....	yes	2,770	....
Franklin,	Pettis Library, . . .	yes	....	yes	....	578	....
Glastonbury,	Glastonbury Library, . .	yes	....	....	yes	....	....
Granby,	Frederick H. Cossitt Lib.,	yes	....	yes	....	1,840	....
Greenwich,	Greenwich Read. R. & Lib.,	yes	....	....	yes	4,216	....
Greenwich,	Pemberwick Library, . .	yes	....	yes	....	1,585	....
Griswold,†	Coit Library, . . .	yes	....	....	yes	1,300	12
Groton,	Bill Memorial Library, . .	yes	....	....	yes	2,500	....
Guilford,	Guilford Free Library, . .	yes	....	yes	....	800	....
Haddam,	Haddam Library, . . .	yes	....	....	yes	....	....
Hampton,	Hampton Library, . . .	yes	....	....	yes	1,287	....
Hartford,	Hartford Library, . . .	yes	....	yes	....	37,000	500
Hartford,	Watkinson Library, . . .	....	yes	yes	....	44,399	41
Hebron,	Hebron Library, . . .	yes	....	....	yes	550	....
Ivoryton,†	Ivoryton Library, . . .	yes	....	....	yes	785	....
Jewett City,	Slater Library, . . .	....	....	....	....	....	....
Ledyard,	Bill Library, . . .	yes	....	....	yes	3,000	....
Litchfield,	Circulating Library, . .	yes	....	....	yes	2,800	300
Litchfield,	Wolcott Library, . . .	yes	....	....	yes	850	500
Madison,	Madison Library, . . .	yes	....	....	yes	706	235
Middletown,	Russell Library, . . .	yes	....	yes	....	10,000	....
Milford,	Lyceum Library, . . .	yes	....	....	yes	611	100
Moodus,	East Haddam Library, . .	yes	....	yes	....	3,544	209

†Return 1891.

REPORT OF LIBRARIES, 1891-2.

ADDITIONS.		BOOKS CIRCULATED.		INCOME—HOW DERIVED.	TOWN.
By purchase.	By Gift.	Fiction.	Non-Fiction.		
....	56	28	11	.....	Abington.
....	....	....	180	Fee.	Andover.
....	789	....	....	Gift of Miss Stokes.	Ansonia.
60	....	....	....	\$120 interest of fund.	Ashford.
....	....	....	....	Subscriptions \$1.00 a year, or 5 cents per volume a week.	Avon.
86	130	....	13,172	Annual membership \$1.00; associate membership \$10.00.	Berlin.
16	42	3/4	....	Drawings at 2 cents each, and biddings on new books.	Bethlehem.
....	....	....	....	Subscription and transient rates.	Birmingham.
....	....	....	....	Contributions; \$1.00 annual fee.	Bolton.
3,206	327	63 p. c.	....	1 1/2 mill tax.	Bridgeport.
60	....	3/4	....	Gift of Warner Bros.	Bridgeport.
2,903	1,139	13,747	3,529	3/4 mill tax, \$2,699.08; fines \$86.60.	Bristol.
101	88	359	241	Annual fees \$22.30; entertainments \$100; interest on \$250 endowment, \$10.00.	Brooklyn.
58	....	95 p. c.	....	Membership fees.	Centerbrook.
....	....	95 p. c.	....	Rent of books and fees.	Cheshire.
....	....	....	....	.....	Chester.
240	....	....	....	Tuition of out-of-town pupils.	Clinton.
169	46	97 p. c.	16,246	Subscription \$1.00 per annum; \$4,000.00 invested funds.	Colchester.
43	46	50 p. c.	11,900	Interest of \$1,500.00 given by S. B. Little, \$60.60; town, \$20.00; fines, \$5.00.	Columbia.
31	49	....	....	Fund, \$2,000.00, from J. C. Calhoun; membership fee, \$3.00; dues, \$47.00; fines, \$10.30.	Cornwall.
....	1	Mostly.	....	Fees, fines, lectures, entertainments.	Coventry.
158	10	....	....	Subscription, dues, interest on \$350.00.	Cromwell.
360	159	18,425	11,053	Rents.	Danbury.
179	66	13,065	4,550	Borough tax 1 1/2 mill.	Danielsville.
50	50	70 a week.	....	\$600.00 fund left by A. C. Raymond and subscriptions.	East Hartford.
....	....	....	....	Bids on new books and rent of books.	East Morris.
....	....	40 p. c.	60 p. c.	Entertainments.	Easton.
50	....	1,000	....	\$300.00 from fund, \$50.00 other sources.	East River.
2	9	Mostly.	....	Subscriptions and fees.	Ellington.
150	....	....	....	Subscription; rent of books; fines.	Essex.
12	60	....	1400	Fund and \$1.00 subscription.	Fairfield.
28	....	....	1578	Subscription.	Fairfield.
177	4	1,571	445	Income of \$20,000.00 legacy.	Falls Village.
50	24	12,250	529	Fund \$3,000.00; income \$122.48; fees, \$100.00; donations and fines \$95.00.	Farmington.
....	1	....	....	.....	Franklin.
....	....	....	....	Dues, fines, entertainments, etc.	Glastonbury.
221	12	60 p. c.	40 p. c.	\$300.00 from fund.	Granby.
200	100	1,385	1,000	Subscription.	Greenwich.
....	....	Mostly.	....	Supported by Russell, Burdall & Ward.	Greenwich.
150	....	300	200	Fund \$3,000.00; subscriptions.	Griswold.
159	....	2,694	1,315	\$89.33 fees, fines; other expenses paid by F. Bill.	Groton.
....	....	500	250	Entertainments and gifts.	Guilford.
25	....	Most.	....	Subscriptions.	Haddam.
....	....	....	....	Membership fees and entertainments.	Hampton.
2,000	100	80 p. c.	20 p. c.	Invested funds; city appropriation.	Hartford.
424	(1)105	....	....	Bequest of David Watkinson and Sidney Stanley.	Hartford.
17	112	....	....	Subscriptions.	Hebron.
80	....	3/2	....	Subscription; gifts and entertainments.	Ivoryton.
....	....	....	....	.....	Jewett City.
....	....	....	....	\$3,000.00 fund given by Henry Bill.	Ledyard.
174	....	3,500	....	Subscription fees and rent of books.	Litchfield.
34	....	....	120	Income, fund of \$2,500.00.	Litchfield.
54	34	....	....	Subscriptions.	Madison.
464	96	17,137	4,420	Fund.	Middletown.
34	....	80 p. c.	....	Subscriptions \$1; \$50 from town.	Milford.
16	165	4,048	1,711	\$100 from town and gift.	Modus.

† Books Circulated.

‡ Juvenile 2,243.

(1) 69 pphs.

TABLE XXXII.—

TOWN.	NAME OF LIBRARY.	CHARACTER				VOLUMES.	
		General.	Special.	Free.	Subscription.	Books.	Pamphlets.
Montville,	Raymond Library,	yes	....	....	yes	2,005	14
Naugatuck,	Howard Whittemore Mem'l,	yes	....	yes	....	2,202	....
New Britain,	New Britain Institute,	yes	....	....	yes	9,000	....
New Canaan,	N. Canaan Read. R. & Lib.,	yes	....	....	yes	1,422	....
New Haven,	Free Public Library,	yes	....	yes	....	20,967	....
New Haven,†	Young Men's Institute,	yes	....	....	yes	16,938	....
New London,	New London Public Lib.,	yes	....	yes	....	10,974	555
New Milford,	New Milford Library,	yes	....	....	yes	2,497	....
Newtown,	Newtown Library,	yes	....	....	yes	1,615	....
Norfolk,	Norfolk Free Library,	yes	....	yes	....	5,800	1,500
North Canaan,	Douglass Library,	yes	....	....	yes	2,699	400
North Haven,	Bradley Library,	yes	....	....	yes	2,000	....
Norwalk,	Norwalk Library,	yes	....	....	yes	3,500	....
Norwich,	Otis Library,	yes	....	yes	....	19,000	....
Norwich,	Peck Library,	....	yes	yes	....	8,236	....
Old Lyme,	Old Lyme Public Library,	yes	....	yes	....	2,600	....
Oxford,	Oxford Library,	yes	....	yes	....	800	....
Plymouth,	Plymouth Library,	yes	....	....	yes	1,275	21
Pomfret,	Pomfret Library,	yes	....	....	yes	2,400	200
Prospect,	Prospect Library,	yes	....	....	yes	275	....
Ridgefield,	Ridgefield Library,	yes	....	....	yes	2,400	....
Rocky Hill,	Rocky Hill Library,	yes	....	....	yes	1,140	....
Rockville,	Rockville Library,	yes	....	....	yes	1,800	....
Salisbury,	Salisbury Library,	yes	....	....	yes	1,500	....
Saybrook,	Acton Library,	yes	....	....	yes	4,000	....
Seymour,	Seymour Public Library,	yes	....	....	yes	530	....
Sharon,	Hotchkiss Library,	yes	....	....	yes	2,700	....
Simsbury,	Simsbury Free Library,	yes	....	yes	....	3,200	....
So. Coventry,	South Coventry Library,	yes	....	....	yes	1,930	23
S. Manch'ter,†	South Manchester Free Lib.,	yes	....	yes	....	3,562	....
So. Norwalk,	R. & G., Free Library,	yes	....	yes	....	1,100	....
So. Norwalk,	South Norwalk Public Lib.,	yes	....	yes	....	2,300	....
Stafford Sp'gs,	Public Library of Stafford,	yes	....	....	yes	1,825	430
Stamford,	The Ferguson Library,	yes	....	....	yes	7,000	....
Stratford,	The Stratford Library,	yes	....	....	yes	....	....
Talcottville,	Talcott Library,	yes	....	yes	....	1,650	....
Terryville,†	Terryville Lyceum Library,	yes	....	....	yes	1,139	....
Thomaston,	Laura Andrews' Free P. L.,	yes	....	yes	....	1,488	....
Torrington,	Torrington Library,	yes	....	....	yes	3,832	....
Wallingford,	Ladies Library & Read. R.,	yes	....	....	yes	2,777	....
Washington,	Wash'ton R. R. & Cir. L.,	yes	....	....	yes	2,259	....
Waterbury,	Silas Bronson Library,	yes	....	yes	....	50,000	....
Watertown,	Watertown Library,	yes	....	yes	....	6,333	400
Westbrook,†	Westbrook Library,	yes	....	....	yes	500	15
West Hartford,	West Hartford Free Library,	yes	....	yes	....	2,017	....
Westport,	Westport Read. R. & Lib.,	yes	....	....	yes	1,200	120
West Winsted,	Beardsley Library,	yes	....	....	yes	6,650	....
W. Woodstock,	Woodstock Library,	yes	....	....	yes	300	30
Wethersfield,	Wethersfield Library,	yes	....	....	yes	1,902	....
Willimantic,	Free Public Library,	yes	....	yes	....	3,571	....
Willimantic,	Dunham Hall Library,	yes	....	yes	....	4,000	....
Windsor,	Windsor Library,	yes	....	....	yes	849	....
Wind'r Locks,	W. C. T. U. Cir. Library,	yes	....	....	yes	515	7
Woodbury,	Woodbury Library,	yes	....	....	yes	500	....
Woodstock,	Woodstock Library,	yes	....	....	yes	1,500	....

REPORT OF LIBRARIES, 1891-2.

ADDITIONS.		BOOKS CIRCULATED.		INCOME — HOW DERIVED.	TOWN.
By Purchase.	By Gift.	Fiction.	Non-Fiction.		
223	....	....	† 909	\$300.00 interest on fund; subscriptions .50.	Montville.
352	5	7,169	1,195	\$120.00 interest on fund; fines; gifts of Mr. Whittemore.	Naugatuck.
1,082	41	69 p. c.	† 10,275	Subscriptions and funds.	New Britain.
....	....	1/2	....	Membership fees and gifts.	New Canaan.
5,007	732	103,044	28,304	\$10,000.00 from city; \$3,150.00 from Market fund; \$1,200.00 from various sources.	New Haven.
....	....	20,954	14,978	Subscriptions and rents.	New Haven.
....	....	57,697	11,137	Funds Henry P. Haven and Mrs. Perkins.	New London.
46	50	3,495	505	Membership and subscriptions.	New Milford.
162	....	1,375	838	Subscriptions and entertainments \$252.23.	Newtown.
....	700	....	† 11,060	Gifts.	Norfolk.
100	12	3,000	2,000	Fund \$1,300.00 and subscriptions.	North Canaan.
36	35	....	....	\$1,000.00 Bradley fund; and subscriptions.	North Haven.
100	20	75 p. c.	....	Subscriptions and entertainments.	Norwalk.
....	....	....	....	Investments \$1,100; Otis & Coit funds; contributions \$1,200.00.	Norwich.
194	218	....	....	Endowment \$12,000.00.	Norwich.
....	300	....	† 2,500	Gifts.	Old Lyme.
....	50	....	....	Gifts and fines	Oxford.
120	....	2,250	551	Rent of books, \$71.80; interest on Eliza Bull fund, \$191.44; gift \$15.00.	Plymouth.
100	25	4,000	1,000	Subscriptions and gifts \$150.00.	Pomfret.
12	3	....	....	Subscriptions 25 cents a year and gifts.	Prospect.
80	270	Most.	....	Subscription.	Ridgefield.
51	5	† 1,300	....	Subscription and entertainments.	Rocky Hill.
200	....	90 p. c.	....	\$200.00; subscription and rent of books.	Rockville.
100	5	85 p. c.	....	Membership fees; rent of books and fines.	Salisbury.
30	25	....	....	Town appropriation \$100.00 and loan of books.	Saybrook.
306	44	....	....	Subscriptions \$100.00; rent of books.	Seymour.
....	2,700	....	....	Gifts of Mrs. M. H. Hotchkiss.	Sharon.
230	30	....	† 5,000	Town appropriation \$200.00; interest of \$5,000.00.	Simsbury.
\$	....	....	....	Corporation.	So. Coventry.
261	1	6,613	7,069	Income from Cheney Brothers.	S. Manchester.
228	....	95 p. c.	....	Income from Roth & Goldschmidt.	So. Norwalk.
142	21	1/4	† 15,931	\$1,200.00 city tax.	So. Norwalk.
68	5	1,537	272	Subscriptions, fines, and gifts.	Stafford Sp'gs.
175	....	....	....	.....	Stamford.
....	....	....	....	Invested funds; membership fees; lectures	Stratford.
....	250	75 p. c.	....	Talcott Brothers.	Talcottville.
49	17	75 p. c.	† 1,057	Subscription.	Terryville.
....	3	Chiefly	....	Fund of Seth E. Thomas.	Thomaston.
156	90	11,512	1,679	Income \$811.21; rent of building; subscription and gifts.	Torrington.
124	2	68 p. c.	† 6,711	Income, \$705.36; subscriptions, \$261.85; fines, \$52.25; entertainments, \$335.18; gift, \$50.	Wallingford.
50	29	50 p. c.	† 2,272	Income \$278.64; rent of books, subscriptions, gifts, lectures, concerts.	Washington.
1,484	550	53,137	12,213	Bronson fund \$200,000.00.	Waterbury.
389	18	6,307	2,595	\$20,000.00 fund of Dr. John De Forest.	Watertown.
60	....	....	....	Membership dues and entertainments.	Westbrook.
98	7	66 2/3 p. c.	....	Income \$281.86; James Talcott fund; church contributions.	West Hartford.
35	....	1/2	....	Membership fees; rent of books; gifts; entertainments.	Wesport.
157	32	4,782	2,911	Interest on fund of \$5,000.00, \$328.00; subscriptions.	West Winsted.
....	....	....	....	.....	W. Woodstock.
26	....	100 p. c.	....	Interest on bequest \$20.00; subs's, \$40.00.	Wethersfield.
161	10	8,990	370	Borough approp'n \$300.00; fines, \$37.00.	Willimantic.
125	....	6,600	3,000	Willimantic Linen Company.	Willimantic.
70	....	1,300	100	Subscriptions and entertainments.	Windsor.
....	....	....	....	Rent of books and \$3.00 membership fee.	Wind'r Locks.
....	....	....	....	Rent of books.	Woodbury.
20	60	1/4	....	Subscriptions and entertainments.	Woodstock.

\$ \$200.00 worth.

† 90 p. c.

† Books circulated

TABLE XXXIII.—

TOWN.	Name of Library.	Library Building.	Name of Donor.
Abington,	Social Library,	Yes. \$1,200	Subscription,.....
Andover,	Porter Library,		
Ansonia,	Ansonia Memorial,	Yes. \$65,000	Caroline Phelps Stokes,.....
Ashford,	Babcock Library,	Yes. \$400	Archibald Babcock,.....
Berlin,	Berlin Free Library,	Yes. \$1,300	Subscription,.....
Bethlehem,	Bethlehem Library,		
Birmingham,	Allis Circulating Library,		
Bolton,	Bolton Free Library,		
Bridgeport,	Bridgeport Public Library,	Yes. \$100,000	Mrs. Catherine A. Pettingill,.....
Bridgeport,	Sea Side Library,	Yes. \$60,000	Given by Warner Bros.,.....
Bristol,	Free Public Library,		
Brooklyn,	Brooklyn Town Library,		
Centerbrook,	Central Library,		
Cheshire,	Cheshire Library,		
Chester,	Chester Public Library,		
Clinton,	Morgan School Library,		
Colchester,	Colchester Library,		
Columbia,	Columbia Free Library,	Yes. \$350	
Cornwall,	Cornwall Library,	Yes.....	Frederick Kellogg,.....
Coventry,	Porter Library,	Yes.....	Porter,.....
Cromwell,	Belden Library,		
Danbury,	Danbury Library,	Yes. \$29,000	Alexander M. White,.....
Danielsonville,	Free Public Library,		
East Hartford,	Raymond Library,	Yes. \$10,000	Albert C. Raymond,.....
East Morris,	Morris Library,		
Easton,	Easton Academy Library,		
East River,	East River Library,		
Ellington,†	Ellington Library,		
Essex,	Essex Library,		
Fairfield,	Memorial Library,		
Fairfield,	Mill Plain Library,		
Falls Village,†	David M. Hunt Library,	Yes. \$10,000	
Farmington,	Village Library,	Town Hall...	
Franklin,	Pettis Library,		
Glastonbury,	Glastonbury Library,		
Granby,	Frederick H. Cossitt Lib.,	Yes. \$3,500	Frederick H. Cossitt,.....
Greenwich,	Greenwich Read. R. & Lib.,	Rent.....	
Greenwich,	Pembewich Library,	Yes. \$5,000	Russell, Birdsall & Ward,.....
Griswold,	Coit Library,		Daniel F. Coit,.....
Groton,	Bill Memorial Library,	Yes. \$12,000	Frederick Bill,.....
Guilford,	Guilford Free Library,	Yes. \$1,500	E. P. Dickie,.....
Haddam,	Haddam Library,		

† Return 1891.

REPORT OF LIBRARIES, 1891-2.

Used by Children.	Used by Mechanics.	Books on Education or Pedagogy.	Name of Librarian.	TOWN.
.....	Jessie E. Dennis.	Abington.
Used by boys and girls of 12 to 15.	Many mechanics use the library and call for useful books.	.....	Edward Yeomans.	Andover.
Used largely by children.	Frances J. Sterling.	Ansonia.
Used by students of high school particularly in topical reading.	Patronage largely from working classes.	.....	Peter Platt.	Ashford.
Children and teachers use library constantly. Classes are brought daily for special lesson. Reference lists made for teachers and pupils.	Trade manuals and trade journals in immense use by working people.	Fairsupply	Emily Brandegee.	Berlin.
.....	E. N. Crane.	Bethlehem.
.....	Used by employes of Warner Bros.	.....	Geo. C. Allis.	Birmingham.
Teachers' cards for each school.	Adelaide T. Sperry.	Bolton.
1-7 of those drawing books are children.	Mrs. Agnes Hills.	Bridgeport.
Children read juvenile books	Miss Fanny Fry.	Bridgeport.
.....
Used freely by school children under supervision of teachers and librarian.	Charles L. Wooding.	Bristol.
20 high school scholars taking books.	16 books,†	Lucy C. Jarvis.	Brooklyn.
Reading is directed by teacher.	Jennie Norton.	Centerbrook.
.....	Mary E. Baldwin.	Cheshire.
All scholars use it.	Alfred B. Hall.	Chester.
.....	Dwight Holbrook.	Clinton.
In constant use both by teachers and pupils.	E. Fitch.	Colchester.
Well patronized by teachers and pupils.	A. H. Fox.	Columbia.
25 tickets to public schools.	Mary Whitney.	Cornwall.
In constant use.	Hattie E. Gilbert.	Coventry.
Free tickets to teachers and scholars.	Sara M. Savage.	Cromwell.
Used by children to some extent. Teachers take out several books for school.	Mrs. C. H. Sanford.	Danbury.
Occasionally used by scholars.	Isabella A. Kerr.	Danielsonville.
Used somewhat by children.	Jessie W. Hayden.	East Hartford.
.....	George H. Johnson.	East Morris.
.....	William M. Gallup.	Easton.
.....	Carrie Leete.	East River.
.....	Lizzie L. Kibbie.	Ellington.
.....	Mrs. M. L. Bryan.	Essex.
.....	F. E. B. Nichols.	Fairfield.
.....	Loretta B. Perry.	Fairfield.
.....	C. Belle Maltbie.	Falls Village.
.....	Julia S. Brandegee.	Farmington.
.....	Henry E. Hart.	Franklin.
.....	J. H. Hutchins.	Glastonbury.
.....	George S. Godard.	Granby.
.....	Miss M. M. Miller.	Greenwich.
.....	Used largely by mechanics and laborers employed in Russell, Birdsall & Ward's Bolt factory.	No.....	Mrs. H. E. Marshall.	Greenwich.
.....	No.....	Henry Lester.	Griswold.
.....	Julia O. Avery.	Groton.
.....	E. J. Knowles.	Guilford.
.....	Miss M. E. Brainard.	Haddam.

TABLE XXXIII—

TOWNS.	Name of Library.	Library Building.	Name of Donor.
Hampton,	Hampton Library, . . .	.....	.....
Hartford,	Hartford Library, . . .	.....	.....
Hartford,	Watkinson Library, . . .	Yes	Daniel Wadsworth, J. S. Morgan, and others.
Hebron,	Hebron Library, . . .	Rent. ....	.....
Ivoryton,	Ivoryton Library, . . .	Yes. \$4,000	Ladies' Sewing Society,.....
Jewett City,	Slater Library, . . .	.....	.....
Ledyard,	Bill Library, . . .	Yes. \$3,200	Bill Brothers,
Litchfield,	Circulating Library, . .	.....	.....
Litchfield,	Wolcott Library, . . .	.....	.....
Madison,	Madison Library, . . .	.....	.....
Middlefield,	.....	.....	.....
Middletown,	Russell Library, . . .	Yes.....	Frances A. Russell,.....
Milford,	Lyceum Library, . . .	.....	.....
Moodus,	East Haddam Library, .	Rented .....	.....
Montville,	Raymond Library, . . .	Yes. \$2,500	Albert C. Raymond,.....
Naugatuck,	Howard Whittemore Mem.,	.....	.....
New Britain,	New Britain Institute, .	.....	.....
New Canaan,	New Canaan R. R. and Lib.	Yes. \$4,000	Subscription,.....
New Haven,	Free Public Library, . .	Yes. \$110,000	City of New Haven,.....
New Haven,†	Young Men's Institute, .	Yes .....	.....
New London,	New London Public Library,	Yes. \$50,000	H. P. Haven,.....
New Milford,	New Milford Library, . .	.....	.....
Newtown,	Newtown Library, . . .	.....	.....
Norfolk,	Norfolk Free Library, .	Yes.	Miss Isabella Eldridge,.....
North Canaan,	Douglass Library, . . .	Yes. \$2,000	Edmund D. Lawrence,.....
North Haven,	Bradley Library, . . .	Town Hall...	.....
Norwalk,	Norwalk Library, . . .	.....	.....
Norwich,	Otis Library, . . .	Yes. \$6,500	Joseph Otis,.....
Norwich,	Peck Library, . . .	.....	.....
Old Lyme,	Old Lyme Public Library,	Yes. \$1,500	Subscription,.....
Oxford,	Oxford Library, . . .	.....	.....
Plymouth,	Plymouth Library, . . .	Rent.....	.....
Pomfret,	Pomfret Library, . . .	Yes. \$1,500	Built by Ladies,
Prospect,	Prospect Library, . . .	.....	.....

† Return 1891.

REPORT OF LIBRARIES, 1891-2.

Used by Children.	Used by Mechanics.	Books on Education or Pedagogy.	Name of Librarian.	TOWNS.
About $\frac{1}{2}$ of our circulation is children's books.			Frank Whittaker, Pres.	Hampton.
Help is cordially given children in reference work.			Caroline M. Hewins.	Hartford.
			Frank B. Gay.	Hartford.
Some use made by teachers and scholars.			Cyrus H. Pendleton.	Hebron.
			Mrs. J. E. Northrop.	Ivoryton.
			John L. Spicer.	Jewett City.
			Mary J. Buell.	Ledyard.
			Mary J. Buell.	Litchfield.
			Lillian M. Crane.	Litchfield.
				Madison.
Teachers on special cards take out all books on subjects studied in school.	Many books taken out by mechanics.		Miss L. F. Philbrook.	Middlefield.
				Middletown.
The library is used more and more by teachers as an aid in their school work; beside the one card to which each teacher is entitled for her own use, we issue in the name of the school district as many cards for school use, as the teacher may require. In the upper grade of the school situated very near the library they have dispensed with the school reader for the last three years; using books from the library in its stead. The school children are among our most zealous patrons, and they are gaining a knowledge of books, and forming a taste for reading that is sure to prove a lasting benefit to them.			W. S. Chase.	Milford.
			Nellie E. Chaffee.	Moodus.
Many card-holders children.			Lucy R. Parish.	Montville.
			Ellen Spencer.	Naugatuck.
			Lillian M. Whiting.	New Britain.
Sets of books for circulation among schools.			Nellie A. Jones.	New Canaan.
			W. K. Stetson.	New Haven.
Teachers have special cards drawing 4 books.		60.	Wm. A. Borden.	New Haven.
			Mary A. Richardson.	New London.
			E. H. Noble.	New Milford.
Used to a large extent by teachers and pupils.			Abbie L. Peck.	Newtown.
			Edward A. Cobb.	Norfolk.
Teachers allowed 4 vols. for school work.			Mrs. S. J. Hamm.	North Canaan.
			Harriet D. Andrews.	North Haven.
Used quite largely by teachers and school children.			Lawrence P. Mott.	Norwalk.
			Jonathan Trumbull.	Norwich.
			H. W. Kent.	Norwich.
			J. G. Perkins.	Old Lyme.
Teachers have free use of books.			W. W. Hughes.	Oxford.
			A. S. Beardsley.	Plymouth.
			Eleanor S. Vinton.	Pomfret.
			Mrs. S. A. Talmadge	Prospect.

TABLE XXXIII —

TOWN.	Name of Library.	Library Building.	Name of Donor.
Ridgefield.	Ridgefield Library, . .	Yes. \$600	Hon. P. C. Lounsbury,
Rocky Hill,	Rocky Hill Library, . .	.....	.....
Rockville,	Rockville Library, . .	.....	.....
Salisbury,	Salisbury Library, . .	.....	.....
Saybrook,	Acton Library, . .	Yes. \$1,700	T. C. Acton,
Seymour,	Seymour Public Library, .	.....	.....
Sharon,	Hotchkiss Library, . .	Yes.	Mrs. M. H. Hotchkiss,
Simsbury,	Simsbury Free Library, .	Yes. \$10,000	A. R. Eno,
So. Coventry,	South Coventry Library, .	.....	.....
S. Manchester,	South Manchester Free Lib.,	Yes. \$6,000	.....
So. Norwalk,	R. & G., Free Library,	.....	.....
So. Norwalk,	South Norwalk Public Lib.,	Yes. \$7,223	.....
Stafford Spr'gs,	Public Library of Stafford,	.....	.....
Stamford,	The Ferguson Library, .	.....	.....
Stratford,	The Stratford Library, .	.....	.....
Talcottville,	Talcott Library, . .	Yes. \$10,000	Talcott Brothers,
Terryville,	Terryville Lyceum Library,	.....	.....
Thomaston,	Laura Andrews' Free P. L.,	.....	.....
Torrington,	Torrington Library, . .	.....	.....
Wallingford,	Ladies Library & Read. R.,	.....	.....
Washington,	Wash'ton R. R. & Cir. L.,	.....	.....
Waterbury,	Silas Bronson Library, .	Yes. \$18,000	Silas Bronson,
Watertown,	Watertown Library, . .	Yes. \$15,000	Benjamin De Forest,
Westbrook,†	Westbrook Library, . .	.....	.....
West Hartford,	West Hartford Free Library,	Yes. \$3,000	James Talcott,
Westport,	Westport Read. R. & Lib.,	.....	.....
West Winsted,	Beardsley Library, . .	.....	.....
W. Woodstock,	Woodstock Library, . .	.....	.....
Wethersfield,	Wethersfield Library, .	.....	.....
Willimantic,	Free Public Library, .	.....	.....
Willimantic,	Dunham Hall Library, .	.....	.....
Windsor,	Windsor Library, . .	.....	.....
Windsor Locks,	W. C. T. U. Cir. Library,	.....	.....
Woodbury,	Woodbury Library, . .	.....	.....
Woodstock,	Woodstock Library, . .	.....	.....

† Return 1891.

REPORT OF LIBRARIES, 1891-2.

Used by Children.	Used by Mechanics.	Books on Education or Pedagogy.	Name of Librarian.	TOWN.
.....	Mrs. W. S. Todd.	Ridgefield.
.....	Mrs. Adelaide W. Wright.	Rocky Hill.
.....	E. W. Foote.	Rockville.
.....	Mrs. Harriet L. Lee.	Salisbury.
.....	C. Amelia Clark.	Saybrook.
.....	W. C. Sharpe.	Seymour.
.....	Mrs. Flora A. Ryan.	Sharon.
.....	Eliza McRoy.	Simsbury.
.....	J. E. Stanley.	So. Coventry.
Teachers and children make daily use of library.	Mary J. Easton.	S. Manchester.
.....	Used exclusively by employ-	.....	Geo. W. Carroll.	So. Norwalk.
Librarian gives special as-	es of factory.	.....	Angeline Scott.	So. Norwalk.
sistance to pupils.	Mrs. S. A. Spellman.	Stafford Spr'gs.
Teachers have complimen-	A. W. Paradise.	Stamford.
tary tickets.	Rev. Joel S. Ives, Pres.	Stratford.
Used by children and teach-	David Ferguson.	Talcottville.
ers.	A. S. Gaylord.	Terryville.
.....	Hattie A. Norton.	Thomaston.
Arrangements made with	Louise T. Mason.	Torrington.
Central district so that	Emma Lewis.	Wallingford.
teachers and pupils have
free access.	Wm. G. Brims made, Sec.	Washington.
Teachers draw books free of	H. F. Bassett.	Waterbury.
expense for use in school.	Miss N. E. Bronson.	Watertown.
Extra cards for teachers for	Carrie Moore.	Westbrook.
school work.	Elizabeth Elmer.	West Hartford.
.....	Fanny A. Gray.	Westport.
.....	Louise M. Carrington.	West Winsted.
.....	C. H. Newhall.	W. Woodstock.
Used by school children	Nellie M. Robbins.	Wethersfield.
very much.	A. Dell Carpenter.	Willimantic.
.....	Jennie A. Ford.	Willimantic.
.....	Lulu Abbie.	Windsor.
.....	Irene L. V. Whalen.	Windsor Locks.
Used by pupils of Academy.	Leander Y. Ketcham.	Woodbury.
.....	O. A. McClellan, Pres.	Woodstock.

TABLE XXXIV.—

TOWN.	NAME OF LIBRARY.	CHARACTER.				VOLUMES.	
		General.	Special	Free.	Subscription.	Books.	Pamphlets.
Abington,	Social Library,	yes	....	....	yes	1,010	400
Andover,	Porter Library,	yes	....	....	yes	1,400	....
Ansonia,	Ansonia Memorial, . . .	.....	....	....	....	....	....
Ashford,	Babcock Library,	yes	....	yes	....	3,092	....
Berlin,	Berlin Free Library, . .	yes	....	....	yes	1,386	17
Bethlehem,	Bethlehem Library, . .	yes	....	....	yes	1,030	....
Birmingham,	Allis' Circulating Library,	yes	....	....	yes	3,500	200
Bolton,	Bolton Free Library, . .	yes	....	....	yes	800	100
Bridgeport,	Bridgeport Public Library,	yes	....	yes	....	24,819	1,800
Bridgeport,	Sea Side Institute, . . .	yes	....	yes	....	1,000	....
Bristol,	Free Public Library, . .	yes	....	yes	....	4,525	120
Brooklyn,	Brooklyn Town Library, .	yes	....	....	yes	1,100	....
Centerbrook,	Central Library,	yes	....	....	yes	368	....
Cheshire,	Cheshire Library,	yes	....	....	yes	275	....
Chester,	Chester Public Library, .	yes	....	....	yes	1,345	....
Clinton,	Morgan School Library, .	yes	....	yes	....	2,563	....
Colchester,	Colchester Library, . . .	yes	....	....	yes	3,000	....
Columbia,	Columbia Free Library, . .	yes	....	yes	....	3,000	....
Cornwall,	Cornwall Library,	yes	....	....	yes	2,214	206
Coventry,	Porter Library,	yes	....	....	yes	370	....
Cromwell,	Belden Library,	yes	....	....	yes	982	11
Danbury,	Danbury Library,	yes	....	yes	....	12,609	....
Danielville,	Danielsonville Free Lib.,	yes	....	yes	....	3,300	....
East Hartford,	Raymond Library,	yes	....	....	yes	2,500	100
East Morris,	Morris Library,	yes	....	....	yes	380	....
Easton,	Easton Academy Library,	yes	....	yes†	....	266	....
East River,	East River Library, . . .	yes	....	....	yes	1,500	200
Ellington,	Ellington Library,	yes	....	....	yes	646	....
Essex,	Essex Library,	yes	....	....	yes	750	....
Fairfield,	Memorial Library,	yes	....	....	yes	1,938	....
Fairfield,	Mill Plain Library, . . .	yes	....	....	yes	1,175	....
Falls Village,	David M. Hunt Library, .	yes	....	....	yes	1,346	....
Farmington,	Village Library,	yes	....	....	yes	3,050	200
Franklin,	Pettis Library,	yes	....	yes	....	580	20
Glastonbury,	Glastonbury Library, . .	yes	....	....	yes	397	....
Granby,	Fred. H. Cossitt Library,	yes	....	yes	....	1,840	120
Greenwich,	Greenwich Read. R. & Lib.,	yes	....	....	yes	4,216	....
Greenwich,	Pemberwick Library, . .	yes	....	yes	....	1,585	....
Griswold,	Coit Library, . . . .	.....	....	....	....	....	....
Groton,	Bill Memorial Library, . .	yes	....	yes	....	2,578	....
Guilford,	Guilford Free Library, . .	yes	....	yes	....	1,000	....
Haddam,	Haddam Library,	yes	....	....	yes	1,200	....
Hampton,	Hampton Library,	yes	....	....	yes	1,350	....
Hartford,	Hartford Library,	yes	....	yes	....	40,000	....
Hartford,	Watkinson Library, . . .	.....	yes	yes	....	44,813	....
Hebron,	Hebron Library,	yes	....	....	yes	425	105
Ivoryton,	Ivoryton Library,	yes	....	....	yes	800	....
Jewett City,	Slater Library,	yes	....	yes	....	3,000	....
Ledyard,	Bill Library,	yes	....	....	yes	3,000	....
Litchfield,	Circulating Library, . .	yes	....	....	yes	3,000	350
Litchfield,	Wolcott Library,	yes	....	....	yes	900	525
Madison,	Madison Library,	yes	....	....	yes	706	232
Middlefield,	Levi E. Coe Library, . .	yes	....	....	yes	....	....
Middletown,	Russell Library,	yes	....	yes	....	10,234	....
Milford,	Lyceum Library,	yes	....	....	yes	611	100
Moodus,	East Haddam Library, . .	yes	....	yes	....	3,596	256

† Free to scholars.

REPORT OF LIBRARIES,—1892-3.

ADDITIONS.		BOOKS CIRCULATED.		INCOME—HOW DERIVED.	TOWN.
By pur- chase.	By gift.	Fiction.	Non- fiction.		
....	3	104	32	Membership fees and fees for books.	Abington.
....	....	....	....	....	Andover.
....	....	....	....	....	Ansonia.
87	....	....	....	\$120. Derived from Babcock fund of	Ashford.
....	....	....	....	\$3,000.	....
76	13	2,619	488	Associate membership, \$10; annual mem- bership, \$1.	Berlin.
12	3	2/3	....	Memberships and biddings on new books.	Bethlehem.
....	....	....	....	Subscription and transient rates.	Birmingham.
....	8	75	30	Subscription.	Bolton.
1,830	164	74 p. c.	1132,246	\$12,500. Derived from taxation.	Bridgeport.
60	....	99 p. c.	....	Gift of Warner Brothers.	Bridgeport.
441	73	19,791	4,693	\$2,800. 3/4-mill town tax and income of	Bristol.
....	....	....	....	\$5,000 legacy.	....
101	88	359	241	\$22.30, annual fees; \$100, entertainments; interest on \$250.	Brooklyn.
58	....	200	50	Subscription and rental of books.	Centerbrook.
25	....	75 p. c.	....	Subscriptions and entertainments.	Cheshire.
....	....	....	....	....	Chester.
88	....	....	....	\$150. Tuition of non-resident pupils.	Clinton.
125	50	....	....	Small fund, subscription fees and fines.	Colchester.
8	....	2/3	112,300	Fund of \$1,500, and \$25 from town.	Columbia.
33	8	....	....	\$120.47. Derived from legacy, taxes, fines, etc.	Cornwall.
1	2	178	192	Fees, fines, and entertainments.	Coventry.
75	....	450	532	Subscriptions and dues.	Cromwell.
548	1,355	63,042	3,313	Rents.	Danbury.
175	50	13,192	4,588	1/4-mill tax in borough of Danielsonville and legacies.	Danielsonville.
100	....	....	112,500	\$500. Derived from money left by A. C. Raymond.	East Hartford.
....	....	....	....	Biddings on new books.	East Morris.
21	....	....	....	Entertainments.	Easton.
50	....	1,000	....	\$300 from fund, \$50 other sources.	East River.
7	3	....	....	Subscriptions.	Ellington.
125	4	....	....	Subscriptions, rentals, and dues.	Essex.
50	150	....	....	Interest of fund given by Morris Lyon.	Fairfield.
28	....	....	11578	Subscription.	Fairfield.
177	4	1,765	251	Income from \$20,000, shared with a school department.	Falls Village.
58	55	2,362	3,100	Income from \$3,000, membership fees, gifts, and entertainments.	Farmington.
....	....	....	....	....	Franklin.
28	....	382	143	Fees, entertainments, etc.	Glastonbury.
232	....	60 p. c.	....	\$700 from funds left by Fred. H. Cossitt.	Granby.
100	49	1,580	795	\$800. Subscriptions, fines, donations, etc.	Greenwich.
....	....	Mostly.	....	Supported by Russell, Birdsall & Ward.	Greenwich.
....	....	....	....	....	Griswold.
122	22	60 p. c.	115,791	Library supported by Mr. Fredk. Bill.	Groton.
\$60 w'th	2	100 each week.	....	Entertainments given by ladies.	Guilford.
....	....	....	....	Gifts and subscriptions.	Haddam.
\$30 w'th	....	....	....	Subscriptions.	Hampton.
5,800	200	100,000	25,275	City appropriation, \$9,000; funds of library.	Hartford.
1,136	200	....	....	\$4,000. Derived from fund left by David Watkinson.	Hartford.
....	....	3/4	....	Subscriptions and membership fees.	Hebron.
59	\$62 w'th	350	150	\$75. Membership fees, rentals, fines, and gifts.	Ivoryton.
369	....	5,074	461	Expenses borne by W. A. Slater.	Jewett City.
....	....	....	....	\$3,000 fund given by Henry Bill.	Ledyard.
160	25	3,000	1,500	Subscriptions, fees, and loan of books.	Litchfield.
50	....	....	200	From fund of \$2,500.	Litchfield.
72	54	....	....	Subscriptions.	Madison.
....	....	....	....	Entertainments and dues.	Middlefield.
151	32	18,596	4,552	\$1,100. Derived from fund of \$40,000.	Middletown.
34	....	80 p. c.	....	Subscriptions and \$50 from town.	Milford.
30	22	70 pc.	1,834	\$100 from town, and gifts.	Moodus.
....	....	4,370	....	....	....

§ Expended \$50.

|| Books circulated.

TABLE XXXIV.—

TOWN.	NAME OF LIBRARY.	CHARACTER.				VOLUMES.	
		General.	Special.	Free.	Subscription.	Books.	Pamphlets.
Montville,	Raymond Library, . . .	yes	....	....	yes	2,212	15
Naugatuck,	Howard Whittemore Mem'l,	yes	....	yes	....	2,219	....
New Britain,	New Britain Institute, . .	yes	....	....	yes	11,023	367
New Canaan,	The Canaan Read. R. & L.,	yes	....	....	yes	1,422	....
New Haven,	Free Public Library,	yes	....	yes	....	23,765	1,000
New Haven,	Young Men's Institute, .	yes	....	....	yes	19,070	....
New London,	New London Public Lib.,	yes	....	yes	....	12,569	683
New Milford,	New Milford Library,	yes	....	....	yes	2,633	....
Newtown,	Newtown Library, . . .	yes	....	....	yes	1,700	....
Norfolk,	Norfolk Free Library,	yes	....	yes	....	6,000	500
North Canaan,	Douglass Library, . . .	yes	....	yes	....	3,000	200
North Haven,	Bradley Library, . . .	yes	....	yes	....	2,000	....
Norwalk,	Norwalk Library, . . .	yes	....	....	yes	3,700	....
Norwich,	Otis Library,	yes	....	yes	....	19,448	550
Norwich,	Peck Library,	yes	....	yes	....	8,891	....
Old Lyme,	Old Lyme Public Library,	yes	....	yes	....	2,900	....
Oxford,	Oxford Library,	yes	....	....	yes	500	200
Plymouth,	Plymouth Library, . . .	yes	....	....	yes	1,480	....
Pomfret,	Pomfret Library,	yes	....	....	yes	2,400	200
Prospect,	Prospect Library, . . .	yes	....	....	yes	300	....
Ridgefield,	Ridgefield Library, . . .	yes	....	....	yes	3,050	....
Rocky Hill,	Rocky Hill Library, . .	yes	....	....	yes	1,140	....
Rockville,	Rockville Library, . . .	yes	....	....	yes	2,200	....
Salisbury,	Salisbury Library, . . .	yes	....	....	yes	2,000	....
Saybrook,	Acton Library,	yes	....	....	yes	4,550	....
Seymour,	Seymour Public Library, .	yes	....	....	yes	530	....
Sharon,	Hotchkiss Library, . . .	yes	....	....	yes	2,835	....
Simsbury,	Simsbury Free Library, . .	yes	....	yes	....	3,470	....
So. Coventry,	So. Coventry Library, . .	yes	....	....	yes	1,930	23
S. Manch'ter,	S. Manchester Free Lib.,	yes	....	....	yes	4,002	....
So. Norwalk,	R. & G. Free Library, . .	yes	....	yes	....	1,100	....
So. Norwalk,	So. Norwalk Public Lib.,	yes	....	yes	....	2,541	....
Stafford Sp'gs,	Public Lib. of Stafford, .	yes	....	....	yes	1,880	600
Stamford,	Ferguson Library, . . .	yes	....	....	yes	....	....
Stratford,	Stratford Library, . . .	yes	....	....	yes	3,500	....
Talcottville,	Talcott Library,	yes	....	yes	....	1,650	....
Terryville,	Terryville Lyceum Lib., .	yes	....	....	yes	1,150	....
Thomaston,	Laura Andrews' Free P. L.,	yes	....	yes	....	1,800	....
Torrington,	Torrington,	yes	....	....	yes	4,019	....
Wallingford,	Ladies Lib. & Read. R., .	yes	....	....	yes	3,033	....
Washington,	Wash'ton R. R. & Circ. L.,	yes	....	....	yes	2,300	50
Waterbury,	Silas Bronson Library, .	yes	....	yes	....	50,182	10,000
Watertown,	Watertown Library, . .	yes	....	yes	....	6,577	....
Westbrook,	Westbrook Library, . . .	yes	....	....	yes	500	15
W. Hartford,	W. Hartford Free Lib., .	yes	....	yes	....	2,017	....
Westport,	Westport Read. R. & Lib.,	yes	....	....	yes	1,200	....
W. Winsted,	Beardsley Library, . . .	yes	....	....	yes	6,800	....
W. Woodstock,	Woodstock Library, . . .	yes	....	....	yes	293	50
Wethersfield,†	Wethersfield Library, . .	yes	....	....	yes	1,500	....
Willimantic,	Free Public Library, . .	yes	....	yes	....	3,656	100
Willimantic,	Dunham Hall Library, . .	yes	....	yes	....	5,000	....
Windsor,	Windsor Library,	yes	....	....	yes	920	....
Winds'r Loc's,	W. C. T. U. Circ. Lib., .	yes	....	....	yes	545	....
Woodbury,	Woodbury Library, . . .	yes	....	....	yes	634	....
Woodstock,	Woodstock Library, . . .	yes	....	....	yes	1,500	....

† Made free 1893.

REPORT OF LIBRARIES, 1892-3, — CONTINUED.

ADDITIONS.		BOOKS CIRCULATED.		INCOME — HOW DERIVED.	TOWN.
By purchase.	By gift.	Fiction.	Non-fiction.		
195	18	....	||922	Interest of fund of \$7,000.	Montville.
244	....	7,152	939	Income of trust fund.	Naugatuck.
1,073	148	8,513	3,362	\$8,000. Derived principally from invested funds.	New Britain.
....	....	1/3	....	Membership fees and gifts.	New Canaan.
2,716	259	75.5 p.c.	....	\$10,000 from city, \$3,150 from Maret fund, \$1,300 from other sources.	New Haven.
....	\$630	23,048	13,079	Invested funds and subscriptions.	New Haven.
1,496	172	55,590	12,462	From invested property.	New London.
112	23	3,791	465	\$346.33. Subscription and memberships.	New Milford.
85	....	1,152	990	Entertainments, etc.	Newtown.
....	\$600	....	||12,772	Gift of Miss Isabella Eldridge.	Norfolk.
100	....	....	....	Fund bequeathed to town by late Wm. Douglass.	North Canaan.
100	....	....	||6,000	Interest of legacies, grant from town, fines, etc.	North Haven.
200	....	75 p.c.	....	Subscription and entertainments.	Norwalk.
1,438	175	73,475	23,615	\$2,500 from endowments; \$4,500, town appropriation.	Norwich.
318	97	541	2,401	Interest of \$12,000 received from Mrs. Harriet Peck Williams.	Norwich.
250	....	....	....	Gifts.	Old Lyme.
25	25	23	....	Membership fees and contributions.	Oxford.
113	....	23	....	Gift of Miss Eliza Bull.	Plymouth.
100	25	4,000	1,000	\$150. Subscriptions and gifts.	Pomfret.
12	7	....	....	Subscriptions, gifts, and entertainments.	Prospect.
50	....	....	....	Subscription and gifts.	Ridgefield.
46	6	90 p.c.	....	Entertainments, subscriptions, fees, and dues.	Rocky Hill.
200	....	90 p.c.	....	Subscriptions and rentals.	Rockville.
....	....	....	....	.....	Salisbury.
50	30	....	||1,104	Town appropriations and rental of books.	Saybrook.
306	44	....	....	Subscriptions, \$1; rent of books.	Seymour.
27	51	2,686	2,182	Gift from Mrs. B. B. Hotchkiss.	Sharon.
164	....	....	....	\$300 from fund.	Simsbury.
8	....	....	....	Corporation	So. Coventry.
165	....	6,411	6,582	Gift of Cheney Brothers.	S. Manchester.
....	....	....	....	Gift of Roth & Goldschmidt.	So. Norwalk.
121	13	60 p.c.	17,012	\$1,200 city tax.	So. Norwalk.
52	3	1,694	215	Subscriptions, gifts, and fines.	Stafford Sp'gs.
....	....	9,502	3,203	.....	Stamford.
....	....	3/4	....	Income of fund, subscriptions, and entertainments	Stratford.
....	12	75 p.c.	....	Gift of Talcott Brothers.	Talcottville.
61	22	72 p.c.	....	Tax on shares and rental fees.	Terryville.
249	13	....	....	Small fund gift of Seth E. Thomas.	Thomaston.
167	20	13,255	1,811	\$800. Subscriptions, fees, and gifts.	Torrington.
117	139	4,422	1,988	\$385.12, entertainments; \$226.30, from borrowers; \$47.48, fines and taxes.	Wallingford.
100	....	52 p.c.	....	\$280.16. Rental of books, subscriptions, gifts.	Washington.
896	167	59,480	14,910	From Silas Bronson bequest of \$200,000.	Waterbury.
305	18	7,387	3,125	\$1,100 Fund of \$20,000, gift of Dr John De Forest.	Watertown.
60	....	....	....	Membership dues and entertainments.	Westbrook.
89	4	....	....	Voluntary contributions, interest on \$200.	W. Hartford.
20	10	90 p.c.	....	Membership dues, rentals, gifts, etc.	Westport.
142	47	4,511	1,448	Fund of \$5,000, fund of \$1,000.	W. Winsted.
....	....	Mostly.	....	.....	W. Woodstock.
22	2	....	....	\$56.37. Interest on small bequest and subscriptions.	Wethersfield.
158	....	8,990	370	\$300. Appropriated by city.	Willimantic.
125	....	6,000	3,000	Gift Willimantic Linen Company.	Willimantic.
153	....	....	....	Subscription.	Windsor.
....	....	Mostly.	....	\$30. Derived from rental of books.	Windsor Loc's.
....	....	....	....	Rental of books.	Woodbury.
50	50	3/4	....	Entertainments and subscription fees.	Woodstock.

\$ \$100 worth.

‡ Books added.

|| Books circulated.

TABLE XXXV.—REPORT OF

TOWNS.	Name of Library.	Library Building.	Name of Donor.
Abington,*	Social Library,	Yes . . . . .	.....
Andover,	Porter Library, . . . .	.....	.....
Ansonia,	Ansonia Memorial, . . . .	.....	.....
Ashford,	Babcock Library,	Yes. \$300	.....
Berlin,	Berlin Free Library,	Yes . . . . .	.....
Bethlehem,	Bethlehem Library, . . . .	.....	.....
Birmingham,*	Allis Circulating Library, . .	.....	.....
Bolton,	Bolton Free Library, . . . .	.....	.....
Bridgeport,	Bridgeport Public Library, . .	Yes. \$150,000	Catherine A. Pettingill,.....
Bridgeport,	Sea Side Institute,	Yes. \$60,000	Warner Brothers,.....
Bristol,	Free Public Library, . . . .	.....	.....
Brooklyn,	Brooklyn Town Library, . . . .	.....	.....
Centerbrook,*	Central Library, . . . .	.....	.....
Cheshire,	Cheshire Library, . . . .	.....	.....
Chester,	Chester Public Library, . . . .	.....	.....
Clinton,	Morgan School Library, . . . .	.....	.....
Colchester,	Colchester Library, . . . .	.....	.....
Columbia,	Columbia Free Library,	Yes	Saxton B. Little,.....
Cornwall,	Cornwall Library, . . . .	.....	.....
Coventry,	Porter Library, . . . .	.....	.....
Cromwell,	Belden Library, . . . .	.....	.....
Danbury,	Danbury Library, . . . .	.....	.....
Danielsonville,*	Free Public Library, . . . .	.....	.....
East Hartford,	Raymond Library,	Yes. \$10,000	Albert C. Raymond,.....
East Morris,*	Morris Library, . . . .	.....	.....
Easton,	Easton Academy Library, . . . .	.....	.....
East River,*	East River Library, . . . .	.....	.....
Ellington,	Ellington Library, . . . .	.....	.....
Essex,	Essex Library, . . . .	.....	.....
Fairfield,	Memorial Library, . . . .	.....	.....
Fairfield,*	Mill Plain Library, . . . .	.....	.....
Falls Village,*	David M. Hunt Library,	Yes. \$10,000	W. A. & C. E. Hunt,.....
Farmington,	Village Library, . . . .	.....	.....
Franklin,	Pettis Library, . . . .	.....	Peter Pettis,.....
Glastonbury,	Glastonbury Library, . . . .	.....	.....
Granby,	Fred. H. Cossitt Library,	Yes. \$3,500	Frederick H. Cossitt,.....
Greenwich,	Greenwich Read. R. & Lib., . .	.....	.....
Greenwich,*	Pemberwick Library,	Yes. \$5,000	Russell, Birdsall & Ward,.....
Griswold,	Coit Library, . . . .	.....	.....
Groton (1),	Bill Memorial Library,	Yes. \$12,000	Mr. Frederick Bill,.....
Guilford,	Guilford Free Library,	Yes. \$1,500	E. P. Dickie and others.
Haddam,	Haddam Library, . . . .	.....	.....
Hampton,	Hampton Library, . . . .	.....	.....
Hartford,	Hartford Public Library,	Yes . . . . .	.....

* Return of 1892.

(1) Made free May 1, 1893.

OF LIBRARIES, 1892-3.

Used by Children.	Used by Mechanics.	Books on Education or Pedagogy.	Name of Librarian.	TOWNS.
In same building with school; pupils have access to it under direction of teacher.			Jessie E. Dennis.	Abington. Andover.
Not used much by children.		A few.	Peter Platt.	Ansonia.
Used by teachers and children. Extra effort has been made this year to add books for school use.			Emily Brandegee.	Ashford. Berlin.
Used by high sch'l students.	Pat'age largely from working classes.		E. N. Crane. Geo. C. Allis.	Bethlehem. Birmingham.
Used constantly by school children.	Used by mechanics to a considerable extent.	Yes	Adelia N. Loomis. Agnes Hills.	Bolton. Bridgeport.
Teachers allowed to take as many books as desired for school work.		40	Miss F. Fry. C. L. Wooding.	Bridgeport. Bristol.
One-seventh of those drawing books are children.			Lucy C. Jarvis.	Brooklyn.
		Yes.	Jennie I. Norton.	Centerbrook.
			Mary E. Baldwin.	Cheshire.
			Alfred B. Hall.	Chester.
		Few	Dwight Holbrook.	Clinton.
Used by scholars constantly.	Yes.	Very few	Ida Wagner.	Colchester.
Much used by children.			A. H. Fox.	Columbia.
			Mary Whitney.	Cornwall.
A few books taken by children.			Hattie E. Gilbert.	Coventry.
Used by teachers and pupils.		Very few.	Sarah M. Savage.	Cromwell.
Library used by teachers and scholars; teachers beside personal card have privilege of drawing 3 books for school use. Reference books used freely by children.		Yes.	Mrs. C. H. Sanford. Isabella A. Kerr.	Danbury. Danielsonville.
			Jessie W. Hayden.	East Hartford.
			George H. Johnson.	East Morris.
Especially for use of pupils.			Wm. M. Gallup.	Easton.
			Carrie Leete.	East River.
No special use by teachers or children.	No.		Lizzie L. Kibbee.	Ellington.
Used by pupils of Pratt Institute.			Miss M. L. Bryan.	Essex.
Yes.			Mrs. F. E. B. Nichols.	Fairfield.
			Loretta B. Perry.	Fairfield.
			C. Belle Maltbie.	Falls Village.
In constant use by teachers and children. Books of reference freely used.			Lillian E. Root.	Farmington.
Used somewhat by school children.			H. E. Hart.	Franklin.
Yes. — Constantly.	But little.		J. H. Hutchins.	Glastonbury.
Well patronized by school children.	Yes. Constantly.		George S. Godard. Mary M. Millett.	Granby. Greenwich.
In constant use.	Used by employes of Russell, Birdsall & Ward.		Mrs. H. E. Marshall.	Greenwich.
		A few.	Julia O. Avery.	Griswold.
Yes.			E. Jennie Knowles.‡	Groton.
		Few		Guilford.
			Mrs. N. C. Cleveland.‡	Haddam.
Yes. — Constantly.		450.	Caroline M. Hewins.	Hampton. Hartford.

‡ And different members.

TABLE XXXV.—REPORT OF

TOWNS.	Name of Library.	Library Building.	Name of Donor.
Hartford,	Watkinson Library, . .	Yes. ....	.....
Hebron,	Hebron Library, . .	.....	.....
Ivoryton,*	Ivoryton Library, . .	Yes. \$3,800	.....
Jewett City,	Slater Library, . .	Yes. \$15,000	W. A. Slater,.....
Ledyard,†	Bill Library, . .	Yes. \$3,200	Bill Brothers,.....
Litchfield,	Circulating Library, .	.....	.....
Litchfield,	Wolcott Library, . .	.....	.....
Madison,	Madison Library, . .	.....	.....
Middlefield,	Levi E. Coe Library, .	Yes.	Levi E. Coe,.....
Middletown,	Russell Library, . .	.....	Mrs. F. A. Russell,.....
Milford,*	Lyceum Library, . .	.....	.....
Moodus,	East Haddam Library, .	.....	.....
Montville,	Raymond Library, . .	Yes. \$2,500	Albert C. Raymond,.....
Naugatuck,	Howard Whittemore Mem.,	Yes. ....	.....
New Britain,	New Britain Institute, .	.....	.....
New Canaan,*	New Canaan Reading Room	Yes. \$4,000	Subscription,.....
New Haven,	Free Public Library, . .	Yes. \$110,000	City of New Haven,.....
New Haven,	Young Men's Institute, .	.....	.....
New London,	New London Public Library,	Yes. \$52,400	Henry P. Haven,.....
New Milford,	New Milford Library, . .	.....	.....
Newtown,	Newtown Library, . .	.....	.....
Norfolk,	Norfolk Free Library, .	.....	.....
North Canaan,	Douglass Library, . .	Yes.	Edmund Lawrence,.....
North Haven,	Bradley Library, . .	Yes. ....	.....
Norwalk,	Norwalk Library, . .	.....	.....
Norwich,	Otis Library,	Yes. \$24,000	Joseph Otis and others,.....
Norwich,	Peck Library, . . . .	.....	.....
Old Lyme,	Old Lyme Public Library,	Yes. \$1,500	General Subscription,.....
Oxford,	Oxford Library, . . . .	.....	.....
Plymouth,	Plymouth Library, . .	.....	.....
Pomfret,*	Pomfret Library,	Yes. \$1,500	Built by ladies,.....
Prospect,	Prospect Library, . . . .	.....	.....
Ridgefield,	Ridgefield Library, . .	.....	.....
Rocky Hill,	Rocky Hill Library, . .	.....	.....
Rockville,	Rockville Library, . .	.....	.....
Salisbury,	Salisbury Library, . .	.....	.....
Saybrook,	Acton Library,	Yes. \$3,000	.....

* Return of 1892.

† Return of 1891.

LIBRARIES, 1892-3, — CONTINUED.

Used by Children.	Used by Mechanics.	Books on Education or Pedagogy.	Name of Librarian.	TOWNS.
Co-operates with teachers and schools.	Yes. Interest stimulated by exhibits.	.....	Frank B. Gay.	Hartford.
.....	Yes. ....	.....	Cyrus H. Pendleton.	Hebron.
.....	Mrs. E. C. Culver.	Ivoryton.
.....	Miss M. L. Fanning.	Jewett City.
.....	John L. Spicer.	Ledyard.
.....	Mrs. Mary J. Buell.	Litchfield.
.....	Mrs. Mary J. Buell.	Litchfield.
.....	Lillian M. Crane.	Madison.
.....	Miss L. A. Rockwell.	Middlefield.
Yes. — Teachers can take any number of books; children also use library.	Yes. Especially those interested in electricity.	10.	Miss L. F. Philbrook.	Middletown.
Teachers can take several books at a time. Children use library also.	W. S. Chase.	Milford.
.....	Nellie E. Chaffee.	Moodus.
Much used by pupils and teachers; effort is made to have library useful to schools.	Yes. Largely.	Very few.	Lucy Raymond Parish.	Montville.
.....	Ellen Spencer.	Naugatuck.
An effort made to co-operate with schools; special lists are made.	Yes. Largely.	59.	Lillian M. Whiting.	New Britain.
Teachers and school children use library constantly; sets of books, 25 copies of one set sent to schools.	300.	Nellie A. Jones.	New Canaan.
.....	W. K. Stetson.	New Haven.
Teachers' cards issued on which 4 books can be drawn.	W. A. Borden.	New Haven.
.....	Mary A. Richardson.	New London.
Library used by teachers and public school children.	Elizabeth H. Noble.	New Milford.
.....	Abbie L. Peck.	Newtown.
Reference books used by all the schools to a large extent.	Edward A. Cobb.	Norfolk.
Public school teachers can draw $\frac{3}{4}$ more vols. than others.	Mrs. S. J. Hamm.	North Canaan.
.....	Harriet D. Andrews.	North Haven.
Teachers and school children are welcome to have any book.	Lawrence P. Mott.	Norwalk.
Much used by schools; lists prepared; teachers allowed 6 books.	A small number use library.	.....	Jonathan Trumbull.	Norwich.
Given for use of teachers and scholars of Norwich Free Academy. Used by town teachers and public for reference.	Henry W. Kent.	Norwich.
.....	J. G. Perkins.	Old Lyme.
Teachers free; used by children of public school.	William W. Hughes.	Oxford.
.....	A. S. Beardsley.	Plymouth.
.....	Eleanor S. Vinton.	Pomfret.
.....	Mrs. S. A. Talmadge.	Prospect.
Histories and fiction by children.	Mrs. Wm. S. Todd.	Ridgefield.
.....	Mrs. Adelaide W. Wright.	Rocky Hill.
.....	E. W. Foote.	Rockville.
.....	Della Parsons.	Salisbury.
Schools have free access to books of reference.	C. Amelia Clark.	Saybrook.

TABLE XXXV.—REPORT OF

TOWNS.	Name of Library.	Library Building.	Name of Donor.
Seymour,*	Seymour Public Library, .	.....	.....
Sharon,	Hotchkiss Library, .	Yes.	Mrs. B. B. Hotchkiss,.....
Simsbury,	Simsbury Free Library, .	Yes. \$10,000	A. R. Eno,.....
So. Coventry,*	South Coventry Library, .	.....	.....
S. Manchester,*	So. Manchester Free Lib.,	Yes. \$6,000	.....
So. Norwalk,	R. & G. Free Library, .	.....	.....
So. Norwalk,	So. Norwalk Public Lib.,	Yes. \$6,000	Library & Free Read. Room Corp.,
Stafford Sp'gs,	Public Library of Stafford,	.....	.....
Stamford,	The Ferguson Library, .	.....	.....
Stratford,	The Stratford Library, .	.....	.....
Talcottville,	Talcott Library, .	Yes. \$10,000	Talcott Brothers,.....
Terryville,*	Terryville Lyceum Lib., .	.....	.....
Thomaston,	Laura Andrews' Free P. L.,	.....	.....
Torrington,	Torrington Library, .	.....	.....
Wallingford,	Ladies Lib. & Read. R., .	.....	.....
Washington,	Wash. R. R. & Circ. Lib.,	.....	.....
Waterbury,	Silas Bronson Library, .	Yes. \$66,000	Silas Bronson,.....
Watertown,	Watertown Library, .	Yes. \$16,000	Benjamin DeForest,.....
Westbrook,†	Westbrook Library, .	.....	.....
West Hartford,	West Hartford Free Lib.,	.....	.....
Westport,	Westport Read. R. & Lib.,	.....	.....
West Winsted,	Beardsley Library, .	.....	.....
W. Woodstock,	Woodstock Library, .	.....	.....
Wethersfield,	Wethersfield Library, .	.....	.....
Willimantic,	Free Public Library, .	.....	.....
Willimantic,	Dunham Hall Library, .	.....	.....
Windsor,	Windsor Library, .	.....	.....
Windsor Locks,	W. C. T. U. Circ. Lib.,	.....	Donor of books, Miss C. A. Porter,
Woodbury,	Woodbury Library, .	.....	.....
Woodstock,	Woodstock Library, .	.....	.....

* Return of 1892.

† Return of 18

LIBRARIES, 1892-93—CONTINUED.

Used by Children.	Used by Mechanics.	Books on Education or Pedagogy.	Name of Librarian.	TOWNS.
.....	W. C. Sharpe.	Seymour.
.....	Mrs. Flora A. Ryan.	Sharon.
.....	Eliza McRoy.	Simsbury.
.....	J. E. Stanley.	So. Coventry.
Generally used by children and teachers.	Yes. Largely.....	.....	Mary J. Easton.	S. Manchester.
For exclusive use of employees.	George W. Carroll.	So. Norwalk.
Teachers allowed several books at once for school use; scholars assisted in reference work.	Angeline Scott.	So. Norwalk.
.....	Mrs. S. A. Spellman.	Stafford Sp'gs.
All teachers have three complimentary tickets.	A. W. Paradise.	Stamford.
The library together with the reading-room is a great help to public schools.	Rev. Joel S. Ives, Pres't.	Stratford.
Used by children and teachers.	David Ferguson.	Talcottville.
Well patronized by teachers and scholars.	Yes. Largely.....	.....	Mrs. A. S. Gaylord.	Terryville.
Schools have a library; books drawn by children from lib'ry chiefly fiction.	Hattie A. Norton.	Thomaston.
Arrangement made with Central District; pupils and teachers have free access.	Louise Mason.	Torrington.
Special privileges to teachers to draw books free of charge in class-room.	Emma Lewis.	Wallingford.
Teachers have special privileges to draw books; 1,326 vols. drawn on teachers cards; children make some use of books.	Some works procured for their special benefit.	.....	J. I. Platt.	Washington.
Teachers are allowed 6 books at once; teachers and children constantly use the library.	50.....	H. F. Bassett.	Waterbury.
Used largely by scholars.....	Miss N. E. Bronson.	Watertown.
.....	Carrie Moore.	Westbrook.
The 4th school district avails itself of special terms; many scholars have tickets.	25.....	Elizabeth L. Elmer.	West Hartford.
.....	Miss F. A. Gray.	Westport.
School children patronize library constantly.	Louise M. Carrington.	West Winsted.
Largely patronized.....	Ellen H. Newhall.	W. Woodstock.
.....	Nellie M. Robbins.	Wethersfield.
.....	A. Dell Carpenter.	Willimantic.
.....	Jennie Ford.	Willimantic.
.....	Lulu Abbie.	Windsor.
.....	Irene V. Whalen.	Windsor Locks.
Used by teachers and pupils of Academy; somewhat by public schools.	S. Y. Ketcham.	Woodbury.
.....	Mrs. F. W. Flynn.	Woodstock.

HISTORY OF LIBRARIES.

Abington.— March 14, 1793, the Social Library Association of Abington was formed. A constitution was adopted, and the following are a few of the articles: (1) It is agreed that the proposed library be called the Social Library in Abington. (2) That the price in each share in said library shall be twelve shillings, L. M., which we severally agree to pay. (11) That the time in which books may be holden by the proprietors shall be in proportion to their largeness. A folio not consisting of more than 600 pages to be returned within four months, and so in proportion. A large octavo not consisting of more than 300 pages shall be returned within two months. A small octavo not consisting of more than 200 pages to be returned within one month, and so in proportion. Books were placed in the library from time to time, but in a few years some wished for lighter reading. "Too much Stackhouse," one said, and the Junior Library was opened in 1804. A union of the Social and Junior Libraries was made in 1815, under the name of the United Library. The ladies formed a library in 1813. In 1879 the United Library and the Ladies Library were merged in one, taking the original name, the Social Library. In 1886 the library building was erected. The Hon. A. S. Chase of Waterbury made a gift of \$500, and Mrs. T. P. Smith of Chicago a gift of \$106. \$1,500 was subscribed for the building. In 1893 the centennial of the library was celebrated, a history of the library was presented, and letters were received from many persons interested in the place.

Andover.— A Library Association was formed in Andover April, 1879, consisting of twenty-five members, each member paying \$1.00 annually. A library was opened to the public May 17, 1879, with fifty volumes contributed by Henry C. Robinson. During the first year 160 volumes were added to the library, and \$100 given by G. W. Edwards. The library at present contains 1,106 volumes, largely the gift of T. E. Porter, So. Coventry. A. P. Hyde and Mr. Waldo have also made smaller contributions. In 1883, Mr. Porter presented the association with a book-case valued at \$150, also pictures of some of our best known poets. The first year 525 volumes were drawn from library. The past year very little interest has been shown in the library.

Ashford.— Archibald Babcock, who willed \$3,000 to this town, was a former resident of the town. In his will, which was dated October, 1862, he gave to the town of Ashford \$6,000, one-half to be used in establishing a public library and the other half for the maintenance of a band of music. The interest of the \$3,000 for the library had to be used for the first fifteen years wholly in the purchase of books, after that a portion of the interest could be used for furnishing a room and paying a librarian. The use of the books is free to all the inhabitants of the town, under the rules established by a library committee. One of the rules is that each family in the town can have five books at a time and keep them eight weeks.

Avon.— In the winter of 1883 and '84 there was formed a "Literary Club" for the study of Shakespeare and our own poets, which flourished



SOCIAL LIBRARY, ABINGTON.



BERLIN FREE LIBRARY.

for about two years, then died a lingering death. The members thereof furnished entertainments, a fair, etc. With the proceeds were purchased a few books (mostly fiction). These with a contribution of seventy (70) volumes formed the nucleus of what a few fondly hoped would prove a large and instructive library. We started in a small room, in an empty building, for the use of which we were to pay five dollars for three years insurance; the furniture was loaned, oil provided by different members; thus there was no expense. We opened with twenty-five members, who became such by the payment of one dollar per year. Occasionally a few volumes were donated. At present we have 383 cloth-bound volumes and 70 paper-covered ones, having added none the past year.

Berlin.—The Berlin Free Library is situated on Main street, and in a very artistic little building, designed by Robert Hill of Waterbury. It has two rooms, a library and reading room, with sliding doors between. The library has about 1,389 books; a thousand were donated by a former library and the remainder have been added during the last two years. The new building was first opened to the public January 20, 1892, and was incorporated by the legislature this last year. It was built by subscription and is supported by about ten citizens of the village. It is opened every Wednesday afternoon and evening, and the average number of people each week is fifty-nine. A good many children visit the library, and there are some who love the Brownie books and others who enjoy Henty's works. Last year we let out 3,172 books, which is more than the number of inhabitants in our village.

Bethlehem.—The Bethlehem Library Association was organized March 1, 1857, under the State law, and is a corporate body. The original members were fifty, and each paid two dollars to become members. From time to time, others became stockholders at the same price, until the whole number has been about 200. A monthly meeting has been held every full moon for drawing books. They are disposed of by auction, starting at two cents each. We usually take from three to five of the best magazines, which are offered to the highest bidder for the first reading for the year, which is generally one-half the cost. We have never laid a tax, and have only had one contribution of \$10. We once had 1,500 volumes, but by the sale of worn books, we now number about 1,050. We pay no salaries, no fees, except the secretary has his reading free, and we use the Town House, lights, and fire free. Our library has been a light on these hills for 38 years. Woe to the man who puts it out!

Bolton.—The Bolton Free Library was organized in 1881. Article 1. Any person on payment of one dollar shall become a member of this association. (The object was to have as many of our people interested as possible.) There is a catalogue printed some five years since. Many additions have been made within the last few years. The founders are the people of Bolton. The funds are the fees for membership, \$1.00, and contributions. We take Harper's Magazine, the Century, Godey's, etc., etc., and several newspapers. These furnish interesting reading for some who don't care to read books. Every town, however small, can

have a library, from which they can derive great benefit at a small cost.

Bridgeport.—The Bridgeport Public Library and Reading-Room was established under the provisions of the Connecticut Public Libraries Act of 1881. A levy of one-half of a mill on the dollar annually on all the taxable property of the city assured it an income of about five thousand six hundred dollars. It assumed the debts of the defunct Bridgeport Library Association (about seven hundred dollars), and received in return the association's collection of 9,000 volumes, as a nucleus for the new library. These were standard works, chiefly of a literary character. Very few of them were either popular or recent. The library opened in two large rented rooms, in January, 1882. In fitting these up and in purchasing about thirteen hundred new books, a debt of three thousand dollars was incurred, which remained to be paid off by installments out of the current income. The deficiency in popular books was soon felt, but Hon. P. T. Barnum tided over the difficulty temporarily by the gift of a thousand dollars' worth of attractive literature, while Mrs. James C. Loomis made a liberal donation for the purchase of juvenile works. In 1883, Mrs. Catherine A. Pettengill bequeathed to the library a valuable edifice known as the Burroughs building. This assured the institution a permanent home, but the building as it stood was unfit for library purposes, and the board had no funds for its alteration. They were urged to ask for a special appropriation, and also for an increase in the one-half mill tax. But circumstances had made the local tax rate very heavy, and there was great depression in trade. The directors, therefore, resolved to remain in their original quarters, and to allow the rents of the Burroughs building to accumulate until funds were provided for its alteration. Meanwhile, the library continued to acquire a very large membership in proportion to the population of Bridgeport; the population kept steadily increasing, but the income of the library remained almost stationary. The directors held fast to their determination to give their fellow citizens "the best reading at the least possible cost." The routine of the library was made as simple as possible, clerical work was reduced to its lowest terms, the few attendants were courteous and well-informed, the small supply of books was selected with the utmost care, and to meet actual demands all the rigid economy was exercised in matters which the public did not feel, and few of them realized the actual poverty of the institution. From the first, the directors bent their utmost energies towards co-operation with the schools, and as early as their second annual statement they were able to report great success in this direction. In June, 1888, the library removed to its new home in the Burroughs building, the alterations of which had been so skillfully planned in accordance with modern library requirements that four years' experience has shown very little that could be changed for the better. In 1889, by the consolidation of town and city, and by the revision of the grand list, the income of the library was increased to about twelve thousand dollars annually, and its field of usefulness has been much enlarged. The directors have recently secured a large plot of land in the rear of the present building to provide for future needs.



BRIDGEPORT PUBLIC LIBRARY.



Built by Warner Bros.

BRIDGEPORT SEASIDE INSTITUTE.

At present the rents of the stores in the Burroughs building are absorbed in paying for this, and in paying the balance of the debt due for alterations. The value of the buildings and land belonging to the library is estimated at \$150,000. Among recent gifts may be mentioned a legacy of one thousand dollars from Hon. P. T. Barnum, and a legacy of two thousand dollars for books from Miss Catherine Hunt. The losses of the library have never exceeded three books a year, and they have always been books of small value. The public have shown a cordial appreciation of the institution, and it is the rallying point of all the educational effort in the city.

Bristol.—About 1845 a number of ladies in the Congregational church formed a "New Carpet Society" for the purpose of raising money to buy a new carpet for the church. When this object was accomplished they converted the organization into a friendly society, and by sewing and making articles for sale, realized money for the purchase of books for common reading. In 1868, the society had accumulated a library of 445 volumes and had \$60 in cash on hand. The Y. M. C. A. was then being formed in Bristol, and the ladies agreed to turn over to it their library (with the unexpended money), in trust, to be forever maintained as a circulating library open to the public. The association housed and cared for it, twice replaced it after fires, and devoted the subscription fees received to its increase. By this means it had reached the number of 2,528 volumes in 1891. About August 1, 1891, Mrs. Parthenia T. Norton of New York, widow of Henry T. Norton, a native of Bristol, died, leaving by her will a legacy of \$5,000, the family library, and the furniture used in connection therewith, to this town, in memory of her husband. The income of the money is to be used "for the purchase of books for a free public library for said town, or to defray the expense of lectures during the winter season, or, in case it should be deemed expedient, the principal sum of \$5,000 may be used towards the purchase or erection of a suitable library building." This bequest, and the expectation that the Y. M. C. A. would soon disband, aroused the public interest in the project of a free public library, and at the annual town meeting in October, '91, the town decided to establish such a library, and to devote to its maintenance an annual $\frac{3}{4}$ mill tax. The Y. M. C. A. library of 2,528 volumes was purchased; rooms were rented and fitted up in the Ebers' block, a reading-room supplied with periodicals, the library reclassified and catalogued, so as to permit of large accessions and adapt it for more convenient use; and the library and reading-room opened to the public on January 1, '92. Mr. T. H. Patterson was employed as librarian till August 1, '92, when he resigned and was succeeded by Mr. C. L. Wooding. The Norton library of 991 volumes was received and added to our collection in March, '92. In 1893, the library received a bequest of \$5,000 from Mrs. Julia M. Tompkins, formerly of Bristol, but for many years a resident of Chicago. This bequest is without restrictions of any kind. November 1, 1894, a delivery station was established at Forestville for people residing in that part of the town. September 1, '94, there were 4,835 volumes in library and about 125 pamphlets. From date of

opening library, January 1, '92, to September 1, '94, 1,605 borrowers' cards were issued. For fiscal year ending September 1, '94, total expense of library and reading-room, \$2,456.87. Thirty-one thousand four hundred and eight volumes were issued on borrowers' cards during that period, of which number fiction and juvenile books were 79 per cent. The library and reading-room are open from 9 A. M. till 9 P. M. Library is free for all persons residing or doing business in town. There is a complete card catalogue of the library, arranged in dictionary form. A printed finding-list was issued in March, '93, and is supplemented by annual accession-lists. The library management consists of six directors, two elected each year by the voters of the town for a period of three years. The present board of library directors is, E. B. Dunbar, president, term expires in '95; E. G. Hubbell, term expires in '95; Jas. Kane, term expires in '96; Epaphroditus Peck, secretary, term expires in '96; N. E. Pierce, term expires in '97; C. A. Treadway, treasurer, term expires in '97. Library staff, C. L. Wooding, librarian; Miss A. C. Tuttle, assistant librarian; F. W. Hutchinson, assistant librarian and janitor.

Brooklyn.—The history of the Brooklyn Town Library Association may well encourage the founding in small places of town libraries, both from its success as a means of pleasure, recreation, and improvement to its patrons, and from the small amount of money actually expended in its creation. In the early summer of 1890, the project of a Free Library was started. After much preliminary work a room was procured in the Court House, practically rent free, and all work being volunteer, the money was all put into books. Feeling, that as time went on, the standard works would be given, it was deemed wise to put the bulk of the money into current literature, magazines and the best novels being given a large place. Since then, it has been attempted to add each year *one* set of books of permanent value (such as Parkman's Histories), and to keep up with all the best of the historical, scientific, and travel literature of the day besides the best fiction. In a country town the library is needed for recreation more than for research. Only a comparatively few will be found who desire a reference library, but all are glad of the cheerful story or the history written in a popular style. The *Women of the French Court*, *Saint Armand*, *Queens of England*, *Strickland*, *Green's England*, and *Parkman* are very popular. \$200 a year, judiciously expended, will well support any library in a town of our size, and the solid books are much more likely to be read when they are added gradually than if always old features on the shelves. The school possesses an *Encyclopædia Britannica*, besides three or four others owned in town; hence the library association did not invest in any work of that nature. Several of the townspeople have been very active in getting donations from time to time of books and magazines, and the interest and enthusiasm is general and satisfactory. . . . A gift of \$250 has been received from a well-known former resident of the township, Mr. Tiffany of New York, and it is hoped that before long more can be added to this in order to give the books a home of their own in a pretty library build-



DAVID M. HUNT LIBRARY, FALLS VILLAGE.

ing as well as form an endowment fund. The means for the annual support at present are given in the table. In 1893, by act of legislature, the active members were incorporated under the title of "The Brooklyn Town Library Association," the Honorable T. S. Marlor being president. In conclusion it may be stated that the two objects in founding the library (1, to create a center of general interest; 2, to provide diversion and recreation for the quiet of country life) have certainly been accomplished.

Canaan.—By her will Wealthy A. Hunt left to the town of Canaan the sum of \$5,000, \$4,000 for the erection of a library and school building, and \$1,000 for the purchase of books for the library. On October 12, 1889, a corporation was organized under the statute laws of the State of Connecticut and called "The David M. Hunt Library and School Association." The land on which to locate the building was given by Uriel H. Miner, a life-long resident of the town of Canaan. When the plan of the present building was submitted for her approval, Catherine E. Hunt donated the sum of \$7,000. At her death she bequeathed to the association \$1,000 for books and the residuary interest in her estate amounting to about \$20,000. The original cost of building was \$8,729.35, and there has been expended for books, preparing grounds, furnishings for school rooms and library, and incidental expenses the additional sum of \$4,385.63. The library and free reading-room were opened to the public September 12, 1891. There are now 1,232 volumes in the library.

Centerbrook.—The Central Library Association was organized March 9, 1878, with sixty-one members. Money was raised for books by subscription and entertainments, also by membership fees. About two hundred books were obtained. In 1886, it was reorganized with twenty-four members. At this time nearly one hundred new books were added. It was reorganized a third time in 1892, and about sixty books were added.

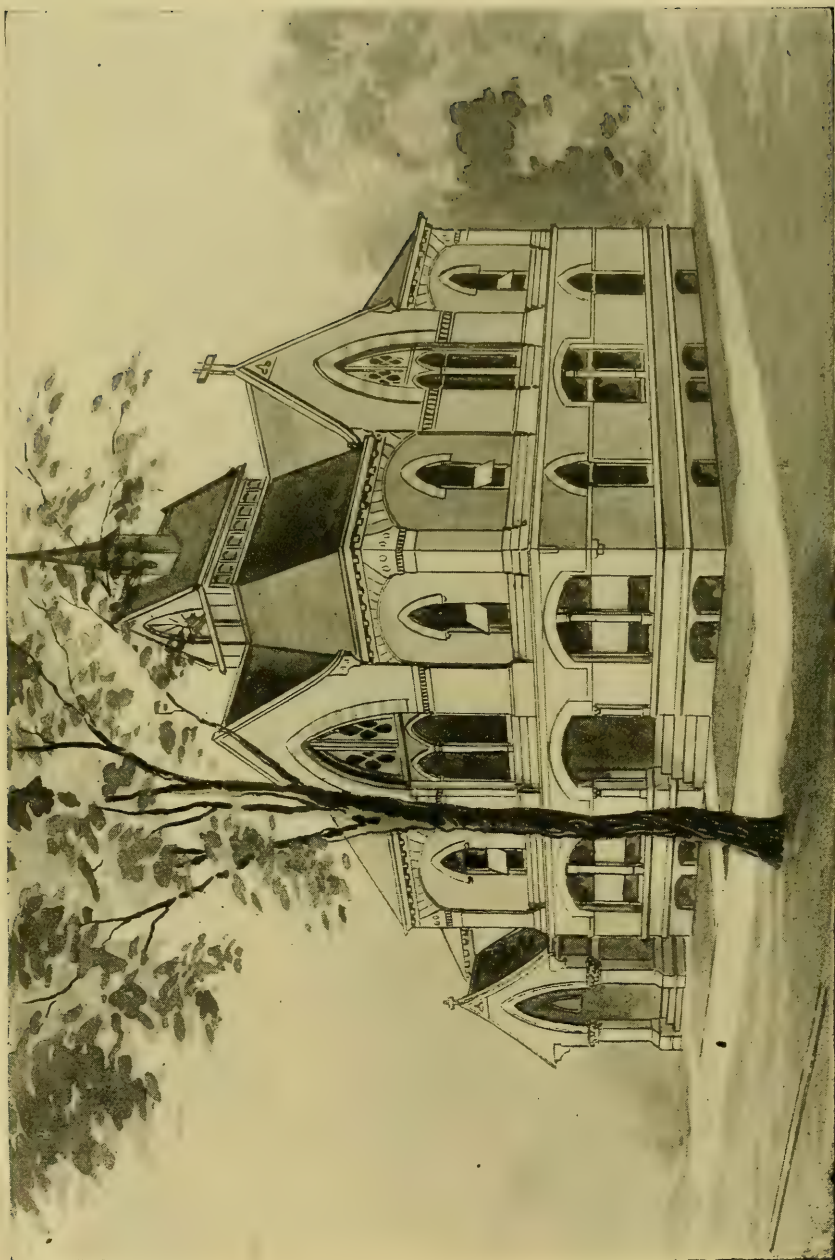
Cheshire.—The library is a collection of books from an old library of years ago, belonging to a girls' club, and a few new ones added, making about 275 in all. Money for the new books was raised by an entertainment in the summer of '92, and by the rental of the books at five cents a volume. About fifty or sixty new books were added. The will of an old resident of Cheshire leaves us \$5,000 to look forward to. If we get that as expected, we shall have something to base our hopes upon. Now, we merely open the library two afternoons in a week for the benefit of a few who patronize it. Books of fiction, mostly, are drawn. We have many of the standard books, a few of the poets, and a number of stories of a lighter nature. We have few books of reference, and none upon education. But these, I trust, will be added in time.

Colchester.—The library was started years ago by a few ladies. From a hundred volumes they increased the number of books, raising money by fairs, entertainments, etc. Within eight years about \$4,000 has come to the library by will. In June, 1890, the library was consumed by fire, and the books on the shelves are for the most part new books, the old ones being gifts. Beginning January, 1893, the library

is open every evening of the week for the *free* use of the books and periodicals while in the room. Several daily papers, weekly and monthly publications are taken, and it is hoped that it will eventually lead to a free library.

Columbia.—The Columbia Free Library was established in the year 1883. Its founder was Saxton B. Little of Meriden, Conn. Mr. Little was a native of Columbia and has always manifested a warm interest in the welfare of its people, and has given largely of his means that they might enjoy the benefits of a Free Public Library. Some time during the year 1883, Mr. Little made the proposition to give the sum of \$1,000 for a library fund, the interest only to be used for the purchase of books provided the people of the town would raise the sum of \$300 to be used for the same purpose. A meeting was called, the proposition submitted, and a committee appointed to canvass the town and solicit subscriptions, and report to an adjourned meeting. The result was gratifying, \$536 having been subscribed mostly in one dollar subscriptions. The library association was then organized and the necessary steps taken to make it a legal institution, and its business placed in the care of a permanent committee consisting of seven members, who annually make report to the library association. The committee deemed a library building necessary for the permanent success of the enterprise, and the inhabitants were again called on to subscribe for this purpose. A most generous response was the result, some giving lumber or labor, others money, including Mr. Little, who subscribed liberally for this enterprise. On completion of the building, he gave an additional fund of \$500, the interest to be used for the repair of building and for books. Mr. Little has also given many hundreds of volumes to this library, including many valuable books of reference; and through his influence many other valuable works have been donated. The library is open every Friday afternoon and evening, and any inhabitant of the town is entitled to select one volume, to be retained four weeks if desired, and if retained beyond that time, a fine of five cents per week is collected, and these collections during the year are more than sufficient to defray the expense of heating and lighting the building. For a time the librarian gave his services that the library might be free to all, but a yearly gift from the town now enables the librarian to receive a small salary. The library now has 2,500 volumes, and the people seem to thoroughly appreciate its usefulness and importance as attested by the yearly report of the librarian showing a circulation of 2,000 volumes in a town containing in all but little more than 700 people.

Cornwall.—The Cornwall Library Association was organized Oct. 2, 1869, in the study of Rev. E. B. Sanford, largely through the efforts of Mrs. Harriet C. Munson, who served as its librarian until her death, Oct. 28, 1889. It is incorporated, and has a fund by bequest of \$2,000 by the late John C. Calhoun, who died Nov. 26, 1874. Any person may become a member by the payment of three dollars. All members over eighteen years of age pay a yearly tax of one dollar. Any person not a member may have the privilege of drawing books by the payment of



DANBURY LIBRARY.

the tax. Almost from the beginning the library has been indebted to the kindness of Frederick Kellogg, Esq., for its quarters, a part of which he built expressly for it. The library is open from 2.30 to 5 P. M. on Saturdays.

Coventry.—The Porter Library Association was organized Sept. 15, 1886, and was named in memory of Dr. John B. Porter, surgeon U. S. A. This library at first consisted of volumes donated by Mrs. J. B. Porter and Mr. Thomas E. Porter. Subsequently, additions have been made to it from funds donated and raised by the association.

Cromwell.—The association was started by subscription. Mr. Belden gave us \$1,000, which caused the library to be named after him. We have now between \$300 and \$400 and what we receive from membership and fees. Our annual membership fee is \$1.00; \$2.00 entitles one to membership in the association, and \$15.00 to life membership.

Danbury.—As it exists to-day, with its commodious and elegant building on Main street, the dwelling-house adjoining, its books and other property, including its invested funds, the library is substantially the gift of one family—that of the late E. Moss White of Danbury. The late William Augustus White of Brooklyn, son of E. Moss White, by his last will and testament bequeathed the sum of \$10,000, to be paid five years after his decease, for the establishment of a public library in his native borough of Danbury. The Legislature of Connecticut, at its session in 1869, passed an act incorporating the Danbury Library. On the first of June, 1870, Alexander M. White of Brooklyn, brother of William Augustus White, and sole executor of his will, placed at the disposal of the trustees of the library the house on Main street in which he was born and in which his parents died, to be used for library purposes until a suitable building could be erected upon the premises. At the same time Mr. White also notified the trustees of his willingness to give a plot of ground—50 feet on Main street by 150 feet in depth, on which to erect a suitable building, and also the sum of \$5,000, besides an equal amount to be given by his brother, George Granville White, toward the erection of such a building—so soon as the citizens of Danbury would join in erecting, free of debt, a suitable building upon this ground. At this time Mr. White directed that repairs be made upon the house so given, and that suitable furniture be purchased at an expense not to exceed \$500, the cost of such repairs and purchases being paid by him. In 1871, Alexander M. White made a further donation of \$500 for the purchase of books. A donation of \$500 by the late Charles H. Merritt and of \$50 by Miss H. E. Merritt, for the purchase of books, was made and accepted. The library continued to occupy the house formerly the residence of E. Moss White until the fall of 1876. In May of that year Mr. Alexander M. White notified the trustees of his desire to see a suitable building erected upon the site for library uses, and of the offer of his brother, George Granville White, to contribute \$5,000 for this purpose. To this amount Alexander M. White generously offered to add \$15,000, making \$20,000 in all. Mr. White subsequently offered to remove the old dwelling-house to the rear of the library lot at

his own expense, and to fit it up for rental, also to donate additional ground on the south side and rear of the library lot, and directed that plans be obtained for a building costing from \$20,000 to \$25,000. Of all these several gifts and donations the trustees have thankfully availed themselves. Not only the \$25,000 placed at their disposal by the Messrs. Alexander White and George Granville White has been, in accordance with their wish, expended upon the building, but in October, 1878, Mr. Alexander M. White, to insure the utmost possible perfection in the completion of the new structure, made a further donation of \$1,500. Upon receiving a vote of thanks from the trustees for this amount, he added \$3,500 for finishing, furnishing, and purchase of books. These contributions, Mr. White desires us to understand, are, like others coming through him, from the family of the late E. Moss White. The present building has been erected from plans furnished by Messrs. Lamb and Wheeler of Newark, N. J. It was begun in 1877 and completed early in 1879. The first story is rented for offices, leaving the entire second story for library uses. It is heated by steam throughout, and has received the approval and admiration of some of the best architects and authorities upon architecture in the country. It is a monument to the generosity and philanthropy of a single family, and a public benefaction of which all the inhabitants of Danbury have every reason to feel proud.

Danielsonville. — In the year 1854 a few public-spirited citizens of this village organized themselves into a company named the "Young Men's Library Association," and started a subscription library. The beneficent effects on the community, for nearly forty years, which this library — later known as the "People's Library Association" — has had cannot be estimated; but of late years there has been a growing sentiment that it did not meet the needs of the greatly increased population, a large proportion of whom are foreigners who would not or could not afford to pay the annual fee. This sentiment gained ground to such an extent that the borough voted to levy a half-mill tax annually for the purpose of establishing and maintaining a free public library and reading-room for residents of the borough. In May, 1892, the People's Library Association transferred their library to the borough with certain reservations; the borough appropriated \$300 for new books, which, added to the library, made a collection of nearly 3,000 volumes. A large, well-lighted hall was leased, and about one-third of the space was used for shelving the books. The remaining space was furnished with chairs and tables for a reading-room, and well supplied with the best daily and weekly newspapers and monthly magazines, and, on October 14, 1892, was opened to the public. The library is open every evening from 6 to 9 o'clock, Sundays and legal holidays excepted, and Saturday afternoon from 3 to 5 o'clock. If there had been any doubt of the success of such an enterprise, the record of the first year would have dispelled it. The people eagerly availed themselves of their new privilege. During the year over 800 cards were issued, a large proportion of which were taken by foreigners or the children of foreigners, the library in this way benefiting about eight-fold

more of the people than under the old order. Although the limit of youth for drawing books is twelve years, there are many regular readers much younger than that, as books may be drawn on the parents' cards, the parents being responsible for the proper care of the books. From October 15, 1892, to October 14, 1893, there were over 17,600 books loaned. The school teachers have the privilege of taking three books at one time for school use exclusively, and in some grades this is largely used. Some of the teachers have a special faculty for inspiring the scholars with a desire for reading. Sometimes the entire resources of the library on one subject will be called for by one grade. The reading-room is very well patronized. Quite a number of children, foreigners or the children of such, are attracted there by picture scrapbooks; many of them are unable to read, but it is hoped that they may be won through the eyes to a desire for reading. When we think how slow must be the process of culture amid the untoward surroundings of the poor, and what an overwhelming advantage the evil seeds have of germinating into evil deeds, no pains or expense should be spared in making the public library and reading-room so attractive that the evil haunts will lose their power to draw them there. These children have come to stay; if not in this community, then in some other, either as paupers and criminals, or as good citizens, and the welfare of the country requires that each community do all in its power to level up those within its borders.

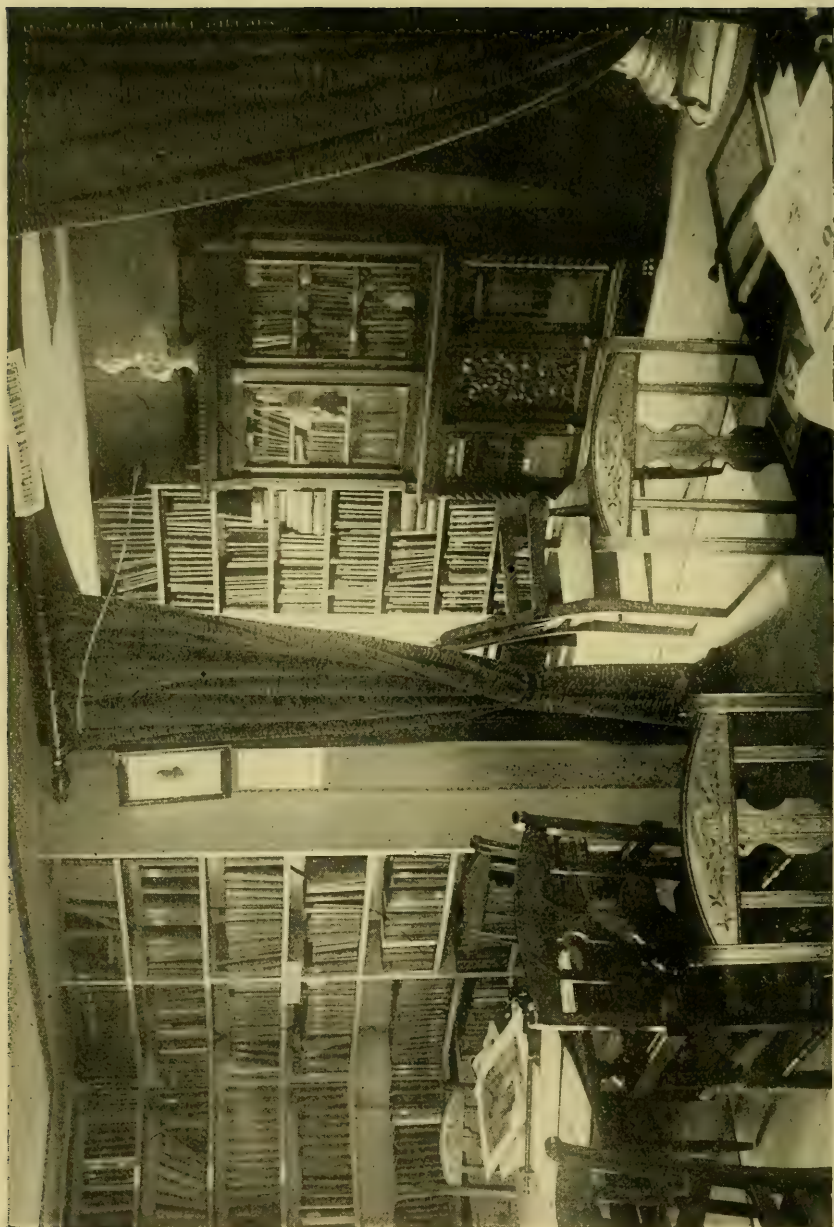
East Hartford.—In 1880, Mr. Albert C. Raymond left to eight trustees \$17,000 for the purpose of erecting a building to be used as library, reading-room, and public hall; \$6,500 was to be used for the building, \$500 to be used in purchasing books, and \$10,000 to be paid over to a corporation to be formed and known as the Raymond Library Company of East Hartford, in trust, the income therefrom to be used to maintain the building, library, and reading-room. An annual membership fee of not less than fifty cents and not more than one dollar was prescribed by Mr. Raymond's will. The building was completed and dedicated March 19, 1889. The library itself has an older life than the building which it now occupies. The trustees, in 1884, voted to establish a library in anticipation of the use of Mr. Raymond's gift. They accepted as a free offering the books of an older organization, "The East Hartford Library Association," to which were added many volumes by gift and purchase. The library then numbered 720 volumes. We have now 1,780 volumes, not including public documents. We have also a reading-room. At present we have between fifty and sixty members. Before entering its present quarters the books were kept in a room in the Congregational Church parsonage, and afterward in a room in Wells Hall. At that time the annual fee was fifty cents, and the membership was over sixty. After moving into the new building the membership fees were changed to one dollar a year.

East Haddam.—In the summer of 1888, Mr. William E. Nichols began to agitate the subject of a free public library in our town. A meeting was called July 30th to discuss ways and means; we had already a small subscription library in the village of Moodus, which had been

open on Saturday afternoon of each week; we also had a book club which circulated books and the leading magazines among its members. Both of these associations volunteered to give their complete stock together with their help and influence to the new library, if the effort now put forth was successful. Mr. Nichols put all his energies to the task of interesting people, both from the intellectual and the financial sides. Desiring to put most of the money into books, we rented rooms conveniently located, which, after a few hundred dollars expense, were made attractive and admirably adapted to our needs. On October 15, 1888, the library and reading-room was opened and dedicated. Over 1,000 volumes were donated, and over 2,000 more purchased and placed on the shelves during the next few weeks; money enough being reserved to meet the running expenses for one year. The reading-room had six dailies, twenty-four weeklies, and fourteen monthly publications. The town appropriates \$100 annually to its support. Our weekly papers for the reading-room are now contributed by our many friends; they come in the name of the library, which has the use of them for one week, when the donor takes them; we find this much more satisfactory than selling them at auction, a plan which we tried for the first two years. The running expenses for the past two years have been largely met by the board of directors with some voluntary subscriptions from friends and the town's appropriation. The library is open each week day from one to nine P. M.

East Morris.—Twenty-two residents of the town of Morris met in the schoolhouse on the evening of Nov. 1, 1881, and agreed to form themselves into an association to be called the Morris Library Association, and adopted a constitution and by-laws. The object of the association was to furnish useful and entertaining reading matter to all who choose to avail themselves of it at a reasonable rate under the rules governing the association. Members of the association contributed one dollar each, and one of the rules of the association read that anyone may become a member of the association by the payment of one dollar. The library shall be open the first Monday evening of each month, the reading of all books subject to bids, and no book shall be drawn for less than two cents. The annual meetings of this association are held the first Monday evening in January. At the annual meeting held in 1887 it was voted that books drawn from the library at other times than the regular meetings shall not be taken for less than five cents, and that the name of the association be changed to the "East Morris Library Association." At the annual meeting in 1892 it was voted that the librarian shall receive a salary of three dollars a year for his services. The present number of volumes is 380. The library is in a prosperous condition financially, but the interest formerly taken in the same is gradually on the decline. No new books have been added since the close of 1891. The present members of the association who are living number twenty.

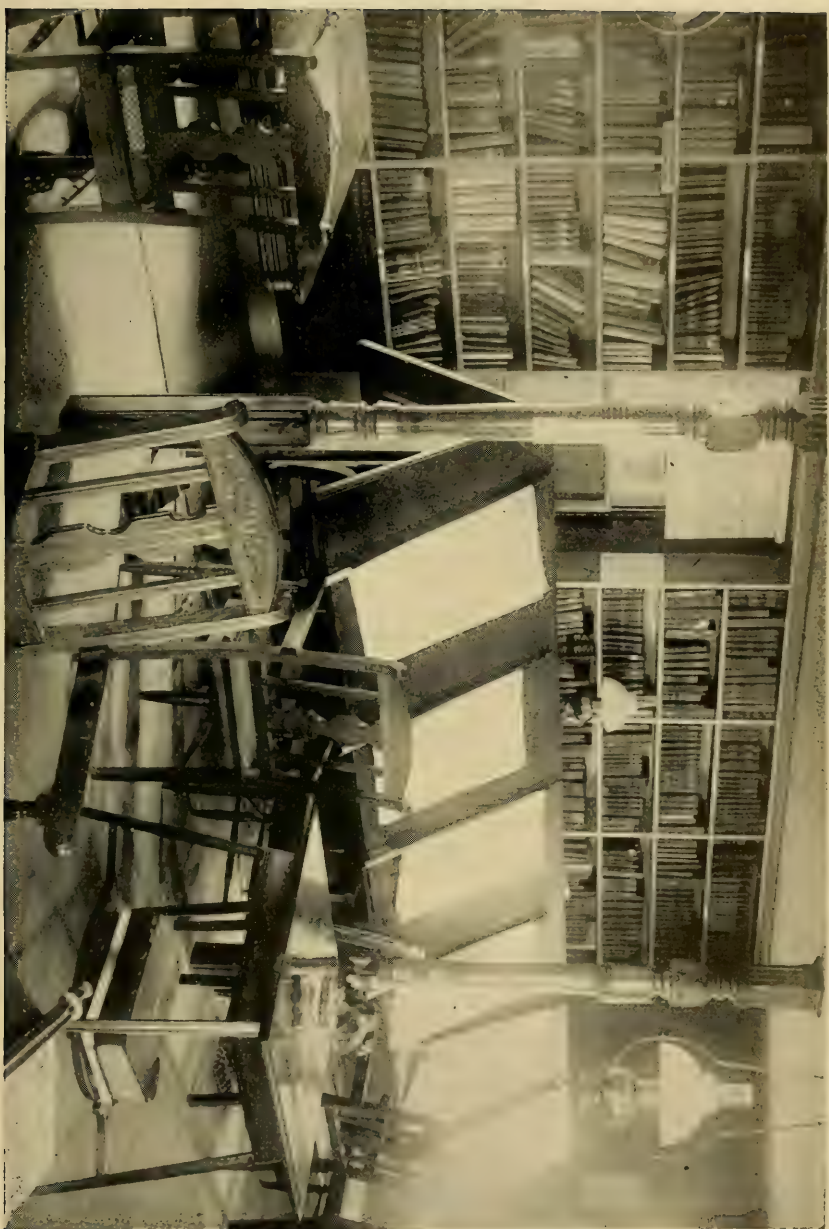
Ellington.—The association was founded in December, 1881. The original twenty-five members obtained their funds for this library through a series of entertainments and course of lectures. Through the efforts of their president, Rev. J. G. Baird, it was incorporated February



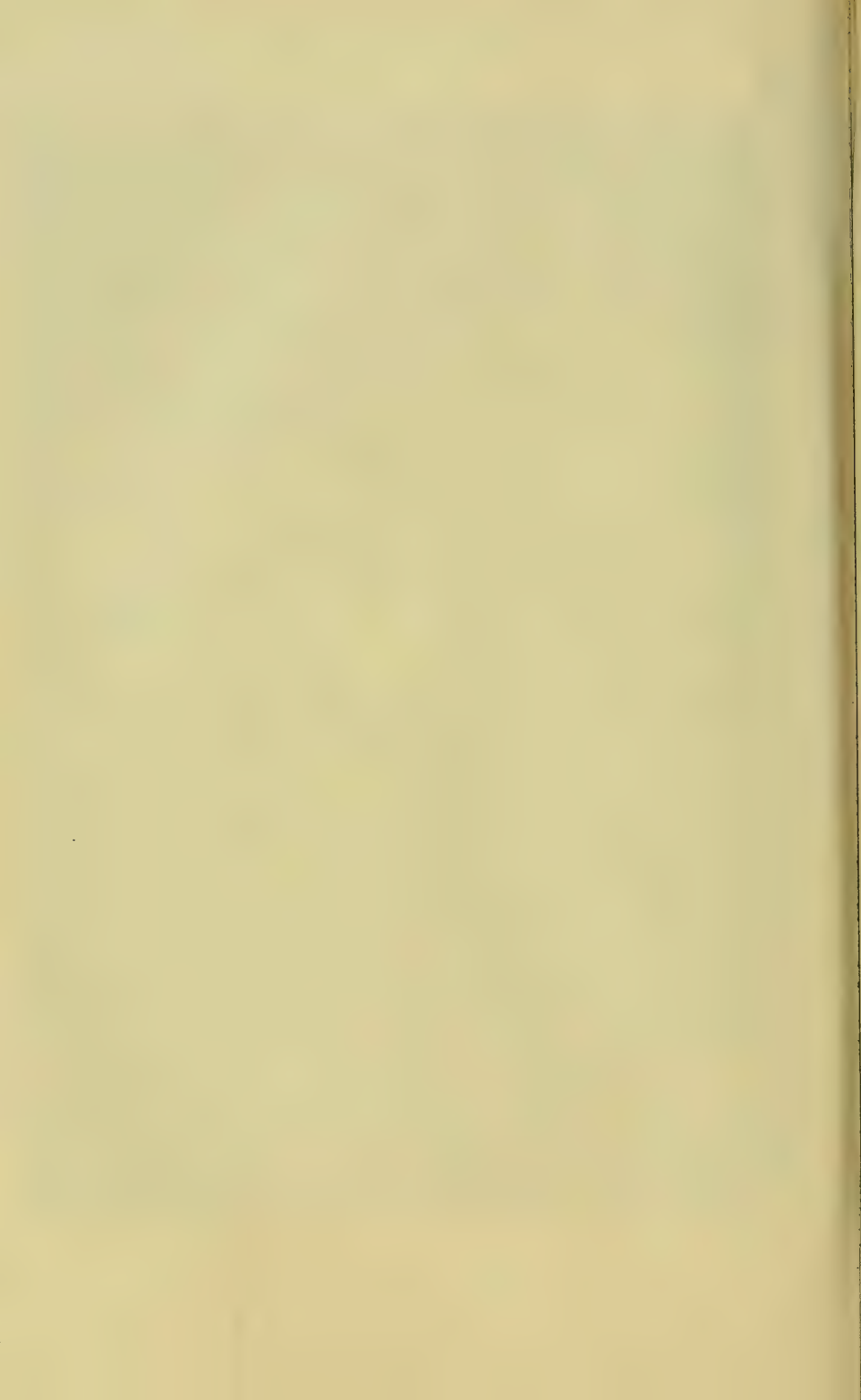
EAST HADDAM LIBRARY, MOODUS.



EAST HADDAM LIBRARY, MOODUS.



MOODUS LIBRARY.



7, 1887, and the certificate of organization placed on file at Hartford. A small library of 159 volumes, owned by an old society called Sons of Temperance, was donated in 1888, also an encyclopædia of thirteen volumes by the Rev. G. I. Wood, June 20, 1889. The membership fee has been small, but a few books have been added nearly every year. There were 646 volumes July 1, 1894.

Fairfield.—The Memorial Library was founded in 1876. The original contributions \$2,130; \$720 was expended in fitting up the lower room of the Academy building. The first year \$980 expended for books. Of the first contributions, \$300 was invested as a sustaining fund. To this was added (1879) a gift of \$1,000, then another gift of \$1,000 was given as a building fund; another \$1,000 was given last year; another \$1,000 was given Columbus Day; and all these one-thousand dollars have been given by Morris W. Lyon, a Fairfield boy. He is principal of the Collegiate school in New York; he purchases the books, and takes a deep interest in its welfare. Annual meetings are held, and a yearly sociable. Mr. Lyon is president; Samuel Morehouse, vice-president, and also secretary and treasurer.

Farmington.—Our present village library of about 3,000 volumes was formed by uniting the original Public Subscription Library of over a century's growth, and a free library founded by one or two benevolent townspeople. It is maintained by an association of persons interested in the work, who, upon payment of an annual fee of \$1.00, become members. These members elect officers to transact the business of the association. There is also a permanent fund of \$3,000, raised by subscriptions. The interest on fund, membership fees, voluntary contributions of books and fines, and an occasional benefit entertainment, pay the expenses. The library is of great value to our public schools, teachers and pupils making constant use of it. Nearly half our regular visitors are juveniles for whom there is an especial department, consisting of the best fiction for youth, science, history, and travels. Scholars often come with pencil and paper to consult cyclopædias or histories on some subject they are preparing for their school work.

Franklin.—Peter Pettis left three hundred dollars for a library if the people would add two hundred dollars to it. It has 578 volumes. No fund and no books added of late. Some books read in winter. Library kept in parsonage. The pastor is librarian.

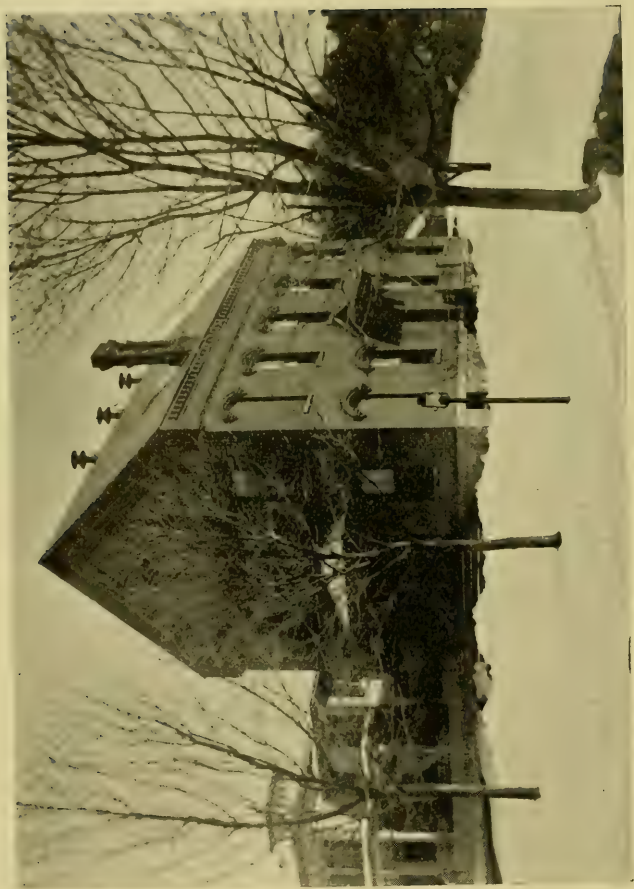
Glastonbury.—The library of the Glastonbury Library Association is the outgrowth of a little club that was organized in the autumn of 1891 for social study and reading. A few months later the plan of establishing a library was suggested, and the club transformed into the Library Association. Money was raised by membership fees and entertainments. The first installment of books was purchased, and the library opened for distribution to its subscribers in May, 1892. A few books are in the library that came to it from an old association that ceased activity years ago. Some books have been donated by interested friends. Though not large in number of volumes, it has been selected with care, and contains some of the best fiction, history, and popular science.

Granby. — Frederick H. Cossitt of New York, by his last will and testament, bequeathed a certain sum of money for the establishment and maintenance of a free public library in the town of Granby. At a town meeting held June 29, 1889, action was taken with reference to the bequest, and provision made for the acceptance of the bequest. October 7, 1889, directors, provided for by the vote of the town, were elected. The library contains 1,840 volumes, 230 of which have been donated. They are classified according to subjects. The reading room is supplied with popular magazines and papers.

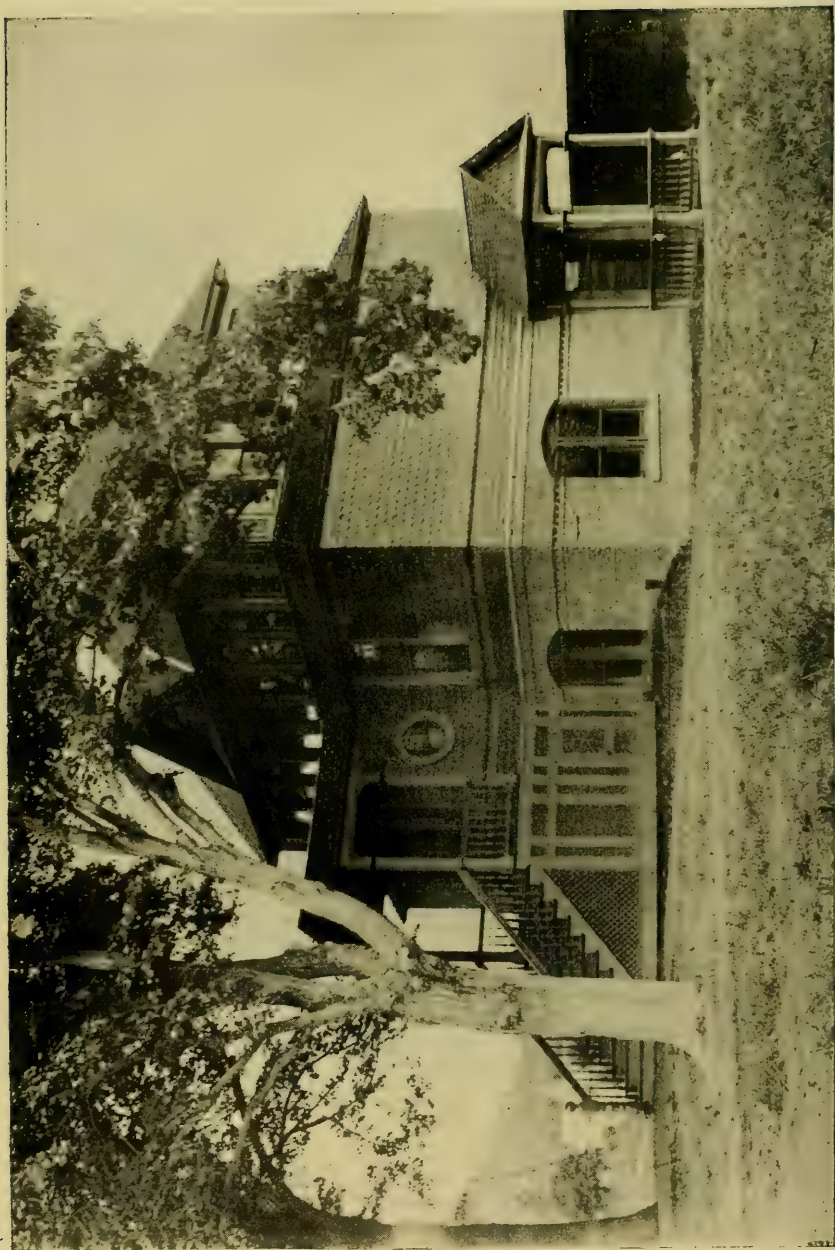
Greenwich. — The reading room and library, in its present form, owes its origin to the desire of a few ladies and gentlemen to establish in this place a library and free reading room, open to all, as a means of general culture. Early in the year 1874, an organization was effected, a constitution framed, signatures to the constitution secured, and part of the necessary funds raised; a number of signatures and a fund of two hundred dollars were the result of this effort. In the autumn of 1877, the matter was taken up again, a public meeting called, and steps taken for immediate and permanent organization; the constitution previously framed was adopted, officers elected, and, on the 8th day of January, 1877, the reading room was opened for public use. Since that date, the association has slowly but continuously grown in usefulness and in the confidence of the community. In June, 1884, the library and reading room were removed to more commodious and attractive quarters, and are now receiving visits to the number of over a thousand a month. The leading daily and weekly newspapers, and all the principal American and English magazines and reviews are offered free to all comers.

Groton. — In 1888, one of our public-spirited citizens, Frederic Bill, presented to a board of trustees, for the use of the inhabitants of the town of Groton, a library of about 1,700 volumes. This was opened to the public in the autumn of the same year, Nov. 20, 1888. In the following year a stone library building was commenced and carried to completion early in 1890, and was formally dedicated and opened in June of that year. The cost of the building complete was about fifteen thousand dollars, exclusive of books. Any resident of the town was entitled to draw books upon the payment of the very small sum of fifty cents a year, but feeling that even so slight a fee restricted the desired usefulness of the library, it was made entirely free in May, 1893, since which time the circulation has more than doubled. The library has no endowment, its entire support, including the addition of books from time to time, coming from the original donor. It now numbers 2,600 volumes, and its circulation for the year closing October, 1893, was 6,680 volumes, having been free only five months.

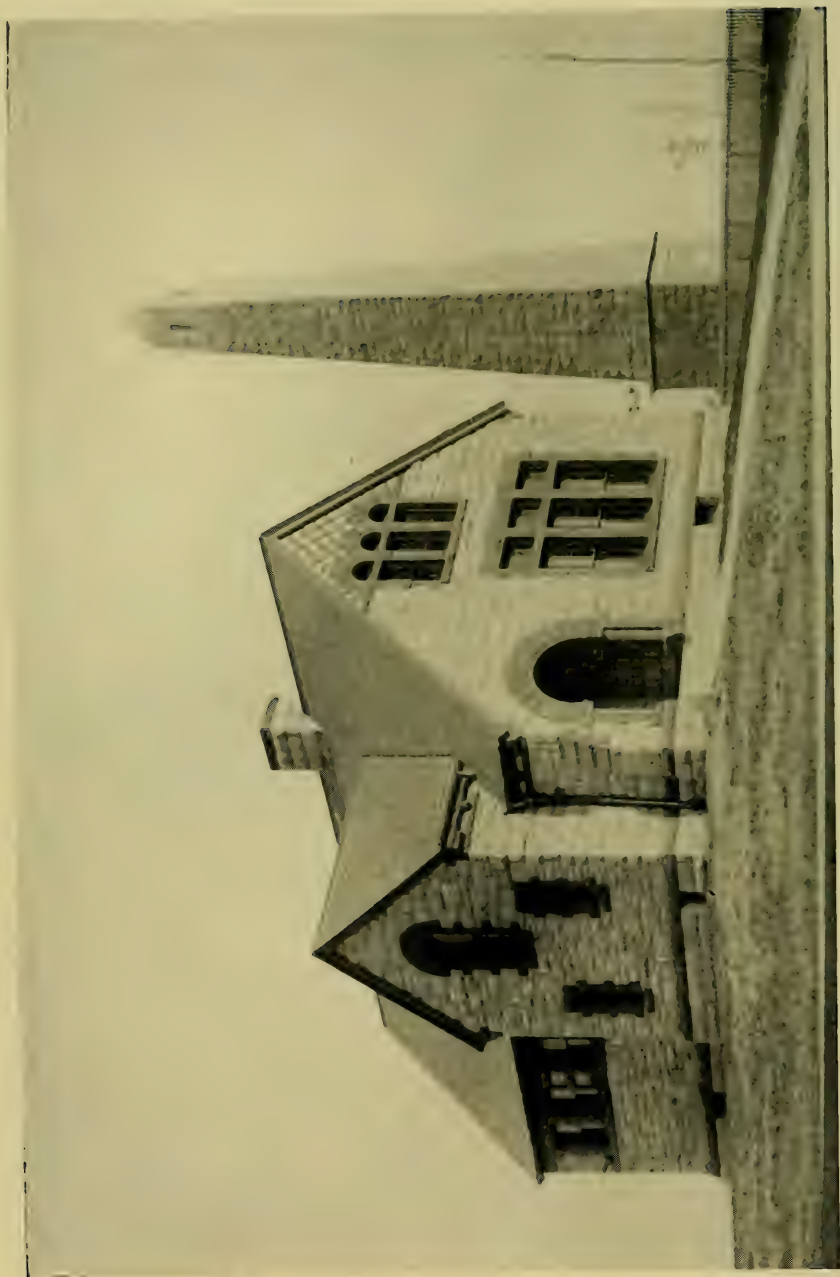
Guilford. — The Guilford free library was founded by the Young Woman's Christian Temperance Union, some six years ago. In 1891, E. P. Dickie gave a building for its use after the library association had been formed and duly organized. This association consists entirely of young ladies, who go in turn to care for the distribution of books. By personal effort expenses are paid and new books added from time to time.



PEMBERWICK LIBRARY, GREENWICH.



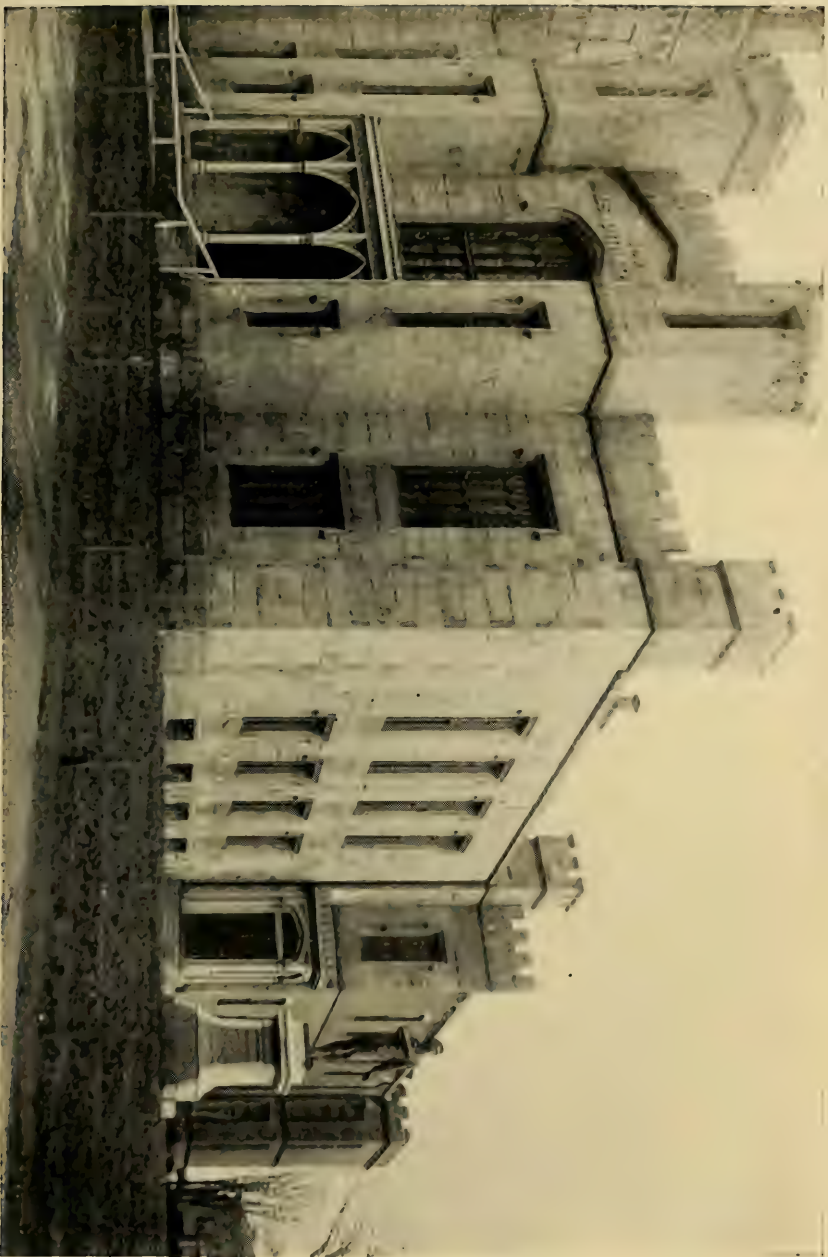
FREDERICK H. COSSITT LIBRARY, GRANBY.



BILL MEMORIAL LIBRARY, GROTON.



WATKINSON LIBRARY, HARTFORD.



WATKINSON LIBRARY, HARTFORD.

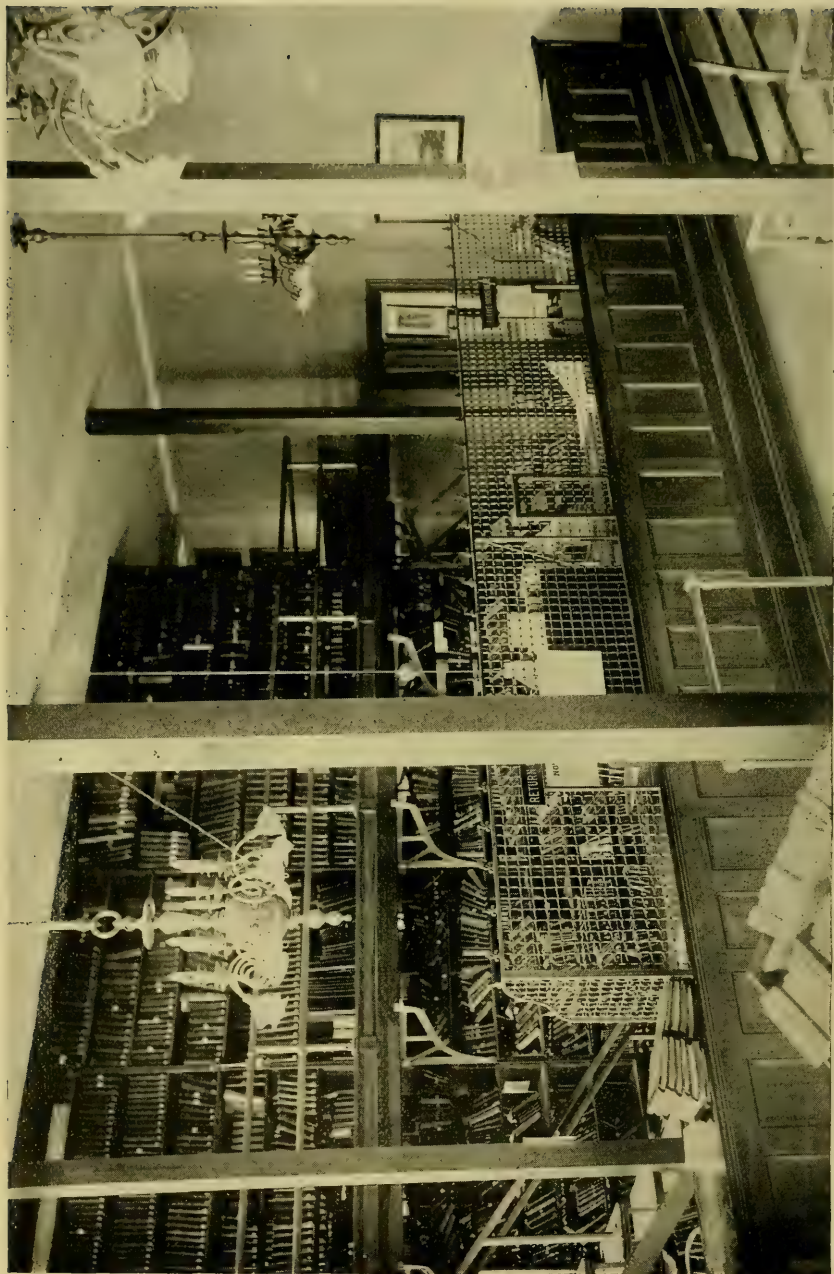
The room is open three times a week, and an average of about twenty books given out each time. The books are not reference books to any extent, but are carefully chosen books of fiction, and are used by the school children to the large exclusion of cheap literature from a circle of perhaps one-half of the children.

Haddam.—The library originated with Cephas Brainard of New York city, whose summer home is Haddam, and who takes a generous interest in the welfare of his native town. The first books, some three or four hundred, were given as a memorial of his sister, Miss Martha E. Brainard. Selden Walkley of Philadelphia also donated money for the purchase of a considerable number of books. Other contributors have added to the number of the volumes. In 1892, the number of volumes was reported as 1,000, besides some pamphlets and unbound documents. The organization was completed in 1887. The library is in the care of a board of trustees, one third of the number being elected annually. The use of the library is granted for the nominal subscription of \$1.00 a year, though for a shorter time the amount is somewhat reduced. It is open each Saturday afternoon from 4 to 9.

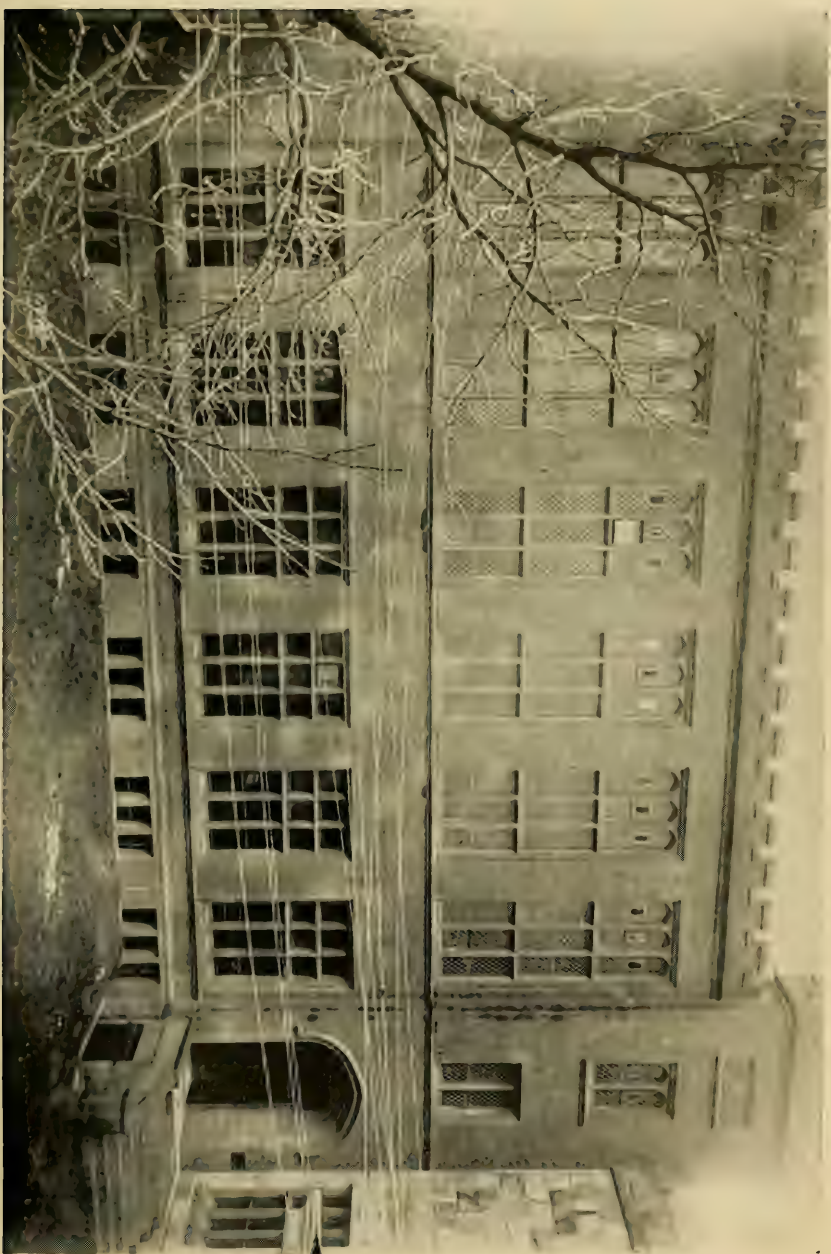
Hampton.—In 1833 there was a library formed here, Dr. Brewster as prime mover. After a time it was given up, a part of the books sold to Brooklyn; in 1856 the books were brought back again and the Hampton Library Association formed. Rev. George Soule, president; Frank Abbott, vice-president; Calvin Foster, secretary and treasurer; Dr. Dyer Huges, librarian. The library was in a private house for many years. After a few years, permission was obtained from the town to build cases in the Town Hall, and there the books have been kept ever since. The library is open every Saturday afternoon for two hours, and is supported by the membership fee, which is fifty cents a year for each person. Occasionally, a public entertainment helps out a little. No books were added in 1892, but, with that exception, we average about \$35 worth each year. At the next town meeting they are to bring the matter up and see if the town will take the library as a town affair.

Hartford.—*The Watkinson Library of Reference*, Hartford, occupies the second floor of the addition in the rear of the Wadsworth Atheneum, built from plans by J. C. Cady & Co. of New York, 1890-92. Its 45,000 volumes, many in choice bindings, are shelved in a beautiful hall of "ancient baronial" style, arranged in alcoves and in stack-rooms, and vaults adjoining. The latter are believed to be as well arranged and more commodious than any similar library vaults in the country. The library is free to all persons, and the presence of serious students is particularly desired. On the 10th of October, 1855, David Watkinson, a quiet, intelligent, public-spirited citizen of Hartford, by a codicil, made a great change in his last will and testament. This alteration embodied the fruit of a number of years of thought and evolution of charitable ideas. Full of that large practical benevolence which desires to comfort and stimulate the rich or cultured as well as the poor and ignorant among his neighbors, he provided for the "establishing, in connection with the Connecticut Historical Society, a Library of Reference." He

died Dec. 13, 1857, and his will became operative, by which \$100,000 was given for a library fund, \$5,000 for building purposes, and this foundation had a residuary interest in his estate. In addition, his trustees might make certain gifts from the income to the Young Men's Institute (now Hartford Public Library), and from this source the latter has received over \$12,000 worth of books. In the following June, the legislature incorporated the first board of trustees, all named by Mr. Watkinson. The board consisted of eighteen members, including, *ex officio*, the Governor of Connecticut, the presidents of the Connecticut Historical Society, the Wadsworth Athenæum, the Young Men's Institute, and Trinity College. The board, which is self-perpetuating, has since added the mayor of Hartford, *ex officio*. Mr. Alfred Smith was the first president of the board, followed in succession by Mr. George Brinley, William R. Cone, Esq., and Hon. Nathaniel Shipman, the present incumbent. The unsettled condition of the country and the Civil War delayed the opening of the library; but in 1862, a committee was appointed to contract for the erection of a building, and J. Hammond Trumbull was made librarian, and commenced the gathering of the books. The character of the library was determined by the known wishes of the donor, that it should supplement the other libraries of the city with the especial end in view of helping all students. The librarian chosen was amply fitted to carry out this plan, and the opportunity for getting books, both rare and valuable, was probably never better in the United States. The building was opened to the public August 28, 1866, with about 12,000 volumes on the shelves. Its general growth for many years was steady and strong, many rare and extensive sets of foreign, scientific, historical, and literary publications being added, while special efforts were made in collecting works on the fine arts, philology, demonology, and witchcraft, philosophy, natural history, bibliography, and English and American history. It may now be said to be, for its size, one of the first of American reference libraries. In the department of American history it has had two notable donations. Mr. Brinley, its second president, who died in 1875, in providing for the sale of his remarkable library, gave the Watkinson its choice at auction of \$5,000 worth of his books. In 1878, by the death of Sydney Stanley, a native of Tolland, whose later life was spent in Hartford, it came into possession of his books and a considerable sum of money. The "Stanley fund" has now reached the sum of \$10,000, and the income is available for the purchase of books of this class. Large and valuable gifts of books were received from the late George F. Bacon and George D. Sargeant, both of Hartford. In November, 1883, William I. Fletcher, who had been for some years the assistant to J. Hammond Trumbull, LL.D., left the library to take charge of that at Amherst College. Frank B. Gay was appointed in his place, and on the retirement of Dr. Trumbull from active duties, Jan. 1, 1891, he succeeded him as acting librarian. The library is now unable, through the reductions in income, to maintain its foremost place among the many wealthier libraries; but it still aims to carry out the intentions of its founder, and "be accessible, at all reasonable hours and



PUBLIC LIBRARY, HARTFORD.



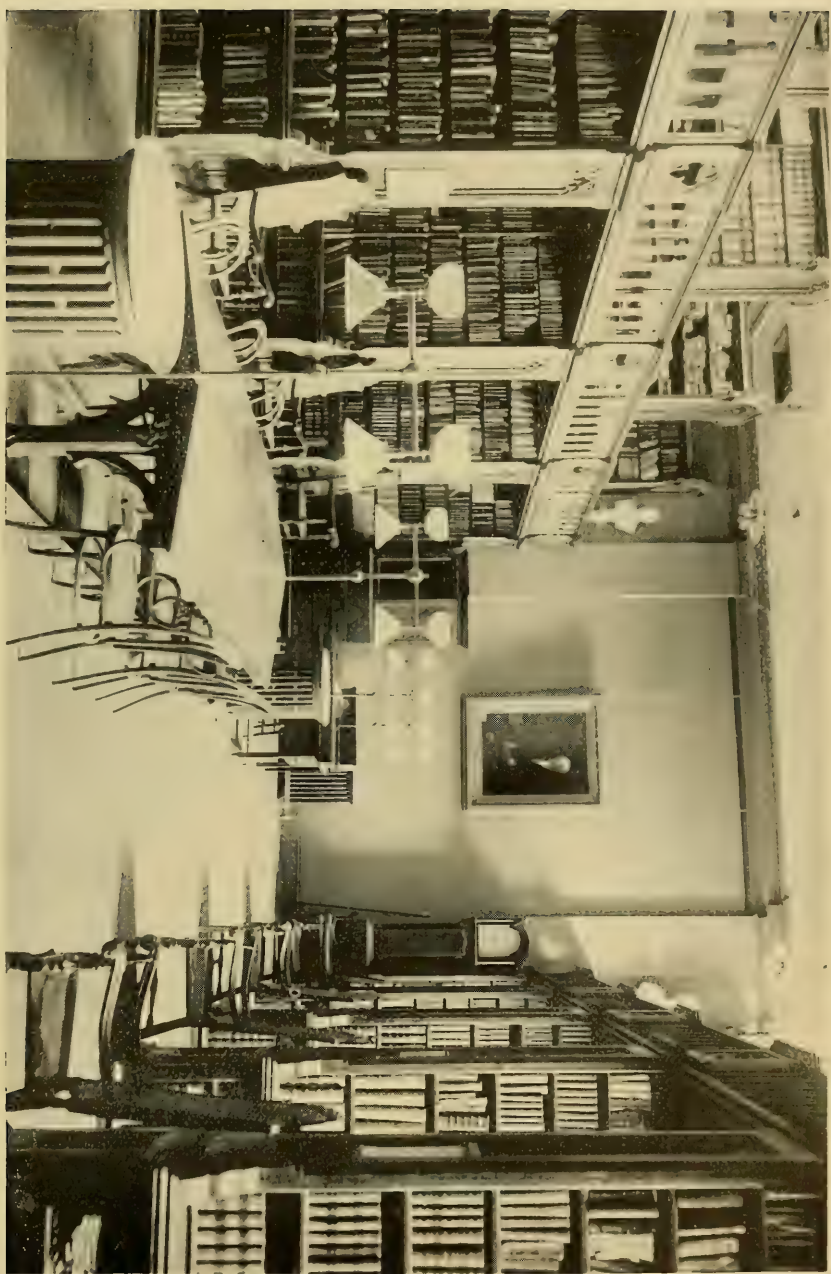
PUBLIC LIBRARY, HARTFORD



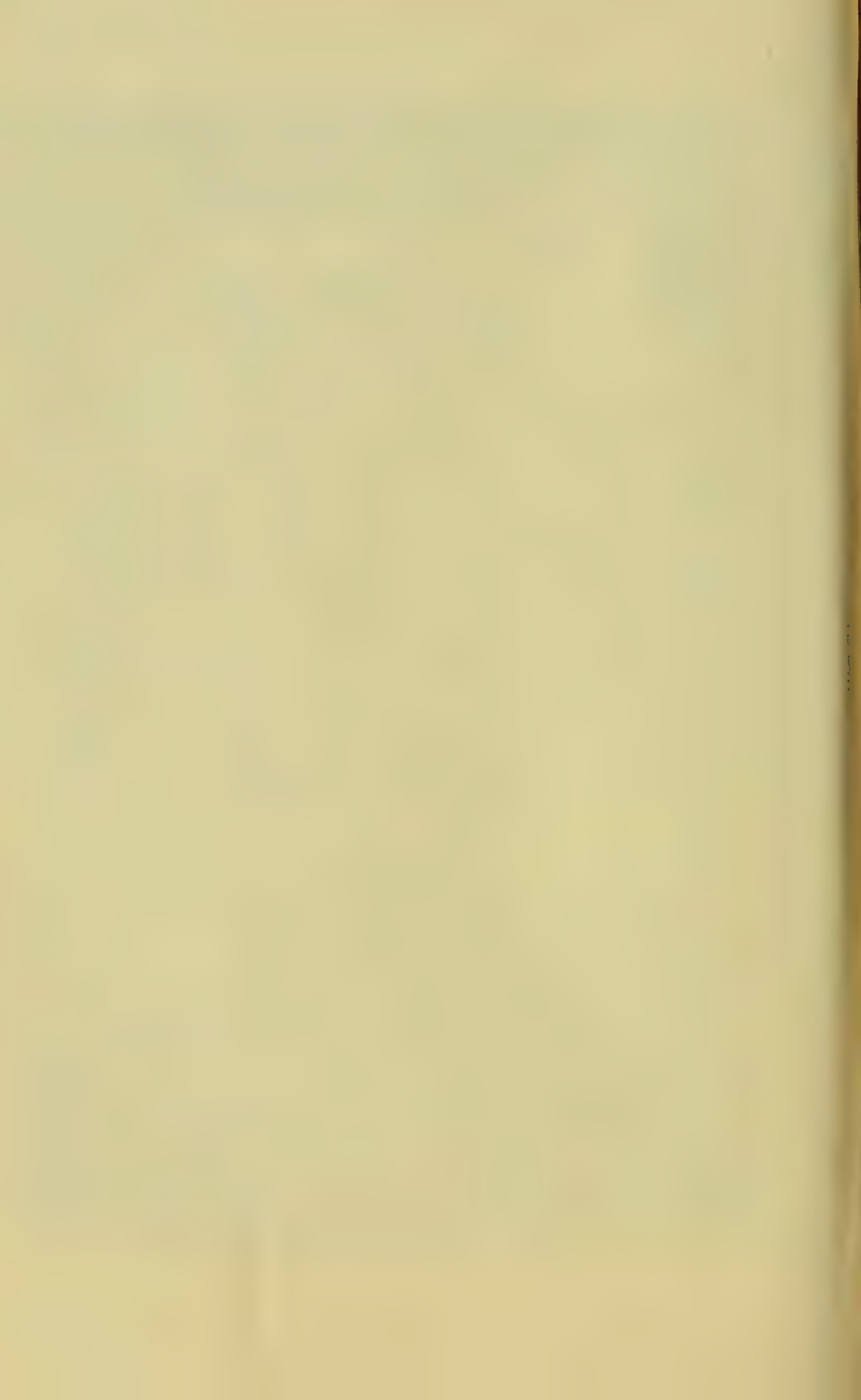
times, to all citizens and other residents and visitors in the State of Connecticut ;" and, further, to preserve for other times and men the name and service of DAVID WATKINSON.

Hartford.—*The Hartford Public Library.*—The Hartford Young Men's Institute was an outgrowth of the American lyceum system, which began its career under Josiah Holbrook in 1826, and was a forerunner of University extension. Lectures on Chemistry, Physics, or Natural Philosophy, as it was then called, and on other subjects, were given in Hartford by Yale professors about 1830. It was after a course of instructive lectures in 1838, that Hon. Henry Barnard, LL.D., then a young man, formed the idea of a permanent organization for study which should include a library. A meeting was called, and Dr. Barnard elected first president of the Young Men's Institute, which was incorporated in 1839. The first recording secretary, Gustavus F. Davis, is still an honored citizen of Hartford. Within six months, debating and other classes were formed, lectures on literary and scientific subjects given at a small admission fee, and the three thousand volumes of the Hartford Library Company, an organization dating back to 1774, transferred to the Institute. Eight hundred volumes were received as gifts from private sources, in numbers varying from one to one hundred ; fifteen hundred new books were purchased, and a reading room was opened with twenty periodicals on its tables. In the next twenty years, the number of members varied from five hundred to twelve hundred, and the annual income fluctuated in proportion. In 1844, the library, which had been at first housed in Gilman's Hall, a little north of the First Church, was moved to the Wadsworth Athenaeum, the cost of finishing the north wing of the building for its use being defrayed by the contribution of friends. Timothy Reed was librarian for the first few months. He was followed by Erasmus D. Parks. In 1840, Anson Colton was appointed and remained until 1845, when he was succeeded by Henry M. Bailey. In 1858, the Young Men's Institute received by the will of David Watkinson one thousand dollars, and also the promise of a sum not exceeding five hundred dollars every year to be spent for books, provided that an equal sum should be applied during the year to the purchase of books approved by the trustees of the Watkinson Fund or a committee appointed by them. The income of the Institute was at this time so small that it was doubtful whether these books could be bought, and a special effort was made to raise a permanent fund of \$10,000. Before this was pledged, a former president, whose name is unknown, gave \$500 to secure the Watkinson bequest for 1860. In 1862, by the will of Judge Thomas S. Williams, the Institute received \$500 to spend for books, and in 1867, a like bequest from his widow. For some years, it had been able to buy only seventy five or a hundred volumes annually, and the membership had fallen off, but after large additions made from the funds mentioned above, the number of members increased twenty-five per cent. In 1868, Mr. Bailey resigned his position on account of ill-health, and was succeeded by Lucius M. Boltwood. In this year, Hon. T. M. Allyn gave \$5,000 towards a permanent fund, and

Roland Mather \$500 for the purchase of books. A reading room and chess room were opened on the first floor, and in 1869, James Goodwin subscribed \$500, and other friends \$1,700, in amounts varying from \$50 to \$250, for repairs to the building and a catalogue. The Institute also received a bequest of \$5,000 from Hon. Joseph P. Allyn. In the report for 1871, the president, George F. Hills, stated that Hartford should have a free public library for circulation of one hundred thousand volumes, established upon a basis which would ensure its permanence. In the report for 1872 he expressed a wish that the annual fee of \$3.00 should be reduced, and that the Institute might eventually become a free circulating library. In this year, Roland Mather gave \$10,000 to the permanent fund. For the next few years, the Institute did not pay expenses, although the annual subscription was raised to \$5.00, and a subscription of \$1,300 was taken up to remove a debt. In 1875, Mr. Boltwood was succeeded by Caroline M. Hewins. In 1878, long after the Institute had outgrown its first stage of usefulness as a society and debating club for young men only, its name was changed by act of the legislature to the Hartford Library Association. In this year it received two bequests, \$3,500 from John W. Bliss, and \$5,000 from C. H. Northam, and in 1883, \$1,000 from Robert Buell. In 1888, the president, William G. Abbott, presented in his report a plan recommended by a committee from all the corporations occupying the Wadsworth Athenæum. This plan, which he calls "a broad foundation for just such a people's university as Hartford greatly needs," provided that the real estate owned by these corporations and a permanent fund to be solicited from the public should be under control of the Athenæum corporation. The next year, the following amounts were offered, on condition that \$150,000 more should be raised: Junius S. Morgan, \$100,000; J. Pierpont Morgan, \$50,000; Mrs. Lucy Morgan Goodwin and James J. and Francis Goodwin, \$50,000; Henry and Walter Keney, \$50,000. Roland Mather added \$25,000, and the Watkinson library, \$25,000 in land; and in April, 1890, the required sum was guaranteed, in amounts from ten cents to five thousand dollars. The Hartford Library Association had, for nearly thirty years, spent \$1,000 annually for books of more than passing interest, and when it closed its doors in March, 1892, had 37,000 volumes on its shelves. On September 15th of the same year, it was opened to the public, and has, since that time, received an appropriation of \$9,000 a year from the city of Hartford, the mayor being *ex officio* a member of the governing board, the rest of which is chosen by a self-perpetuating body. Its name was changed to the Hartford Public Library by act of the legislature in May, 1893. The circulation, which in the subscription days of the library, had varied from 30,000 to 45,000 annually, was 161,155 the first year, and nearly 10,000 persons have made application for cards in sixteen months. On week days, the circulating department is open from 9 A. M. to 8 P. M., and to 9 P. M. on Saturdays; the reference room from 9 A. M. to 9 P. M., and the reading room from 8 A. M. to 10 P. M. In addition, the reference room and reading room are open on Sundays from 1 to 7.30 P. M. There is no age



LIBRARY OF CONNECTICUT HISTORICAL SOCIETY, HARTFORD.



limit for readers, but children or others whose names are not in the directory, must have their applications signed by a responsible person. The library now employs seven regular and two extra assistants besides the librarian. The officers for 1893 and 1894 are : president, Samuel B. St. John ; vice-president, Lucius F. Robinson ; treasurer, Charles Hopkins Clark ; secretary, Robert A. Griffing. Directors : one year, Francis Goodwin, F. R. Shipman ; two years, E. D. Robbins, W. W. Hyde ; three years, W. C. Skinner, S. B. St. John ; four years, C. M. Joslyn, W. I. Twitchell ; five years, S. O. Prentice, L. F. Robinson ; six years, Charles H. Clark, R. A. Griffing.

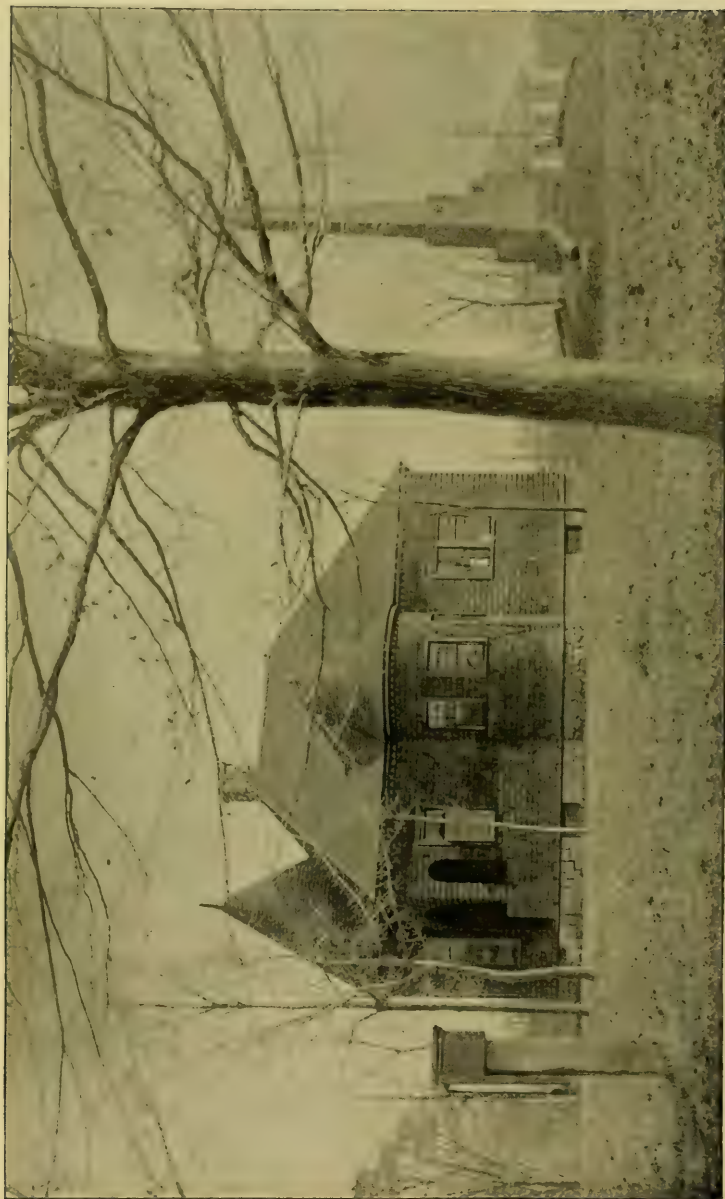
Hartford.—*Library of the Connecticut Historical Society.*—The Connecticut Historical Society was organized in 1825, and continued for about a year under its first president, John Trumbull, the author of *McFingal*. The organization was revived by act of the General Assembly in 1839, when the Hon. Thomas Day was elected president ; and since that time it has continued in successful operation. The beginning of a library and of a collection of historical relics was early made, and both soon became of interest and value to the student of history, and to the casual visitor. The first book purchased was Farmer's *Genealogical Register*. The increase of the library was for many years chiefly from gifts and exchanges ; but when the Rev. Dr. Thomas Robbins was librarian his large and constantly increasing collection of books was placed in the hall of the society, and put at the disposal of members, and others. This later became the property of the society, and it still forms a large part of its collection. It contains volumes in various departments of literature, but abounds especially in ancient folios, and in pamphlets illustrative of local history. To this additions have been made from divers sources, and the library is now attractive to the investigator on account of its collections of Americana, which contain great amounts of historical material. In 1893, soon after the removal of the library into a separate room, well furnished for its purpose, when it became possible to arrange its contents better than before, a valuable addition was made by the purchase of the antiquarian and genealogical library of the late D. Williams Pattison. At present the large collection of works on the shelves assigned to genealogies is the most used. There is also an extensive and useful collection of newspapers of early date ; and the archives of the society contain a large amount of extremely valuable matter in manuscript, a part of which has been published in the volumes of the society's collections. The whole number of books in the library is reckoned at about 20,000, with as many unbound pamphlets. The front hall of the society contains a large number of historical portraits, and interesting collections of relics of various kinds, illustrating the history of Connecticut, and of its sister colonies and states. In the two rooms a great amount of historical material is placed before students and visitors.

Hebron.—For quite a number of years prior to 1888, there had existed here in Hebron an association termed the Hebron Literary Society. At this time it was decided to so change its constitution and by-laws as to

constitute it, instead of a literary society, a library association, and to use the accumulated funds of the society, with what we were able to raise additional by subscription, in accordance with such action. An act of incorporation was applied for and obtained from the General Assembly at its January session, A. D. 1889. Such means as were at command were expended in the purchase of books and preparing a place for keeping them, *i. e.*, book-cases for their accommodation. There is no library building; the library is kept in a private house. The books of the library are made up of poetry, history, travel, biography, natural history, fiction, juvenile books, miscellaneous, and magazines. Those only who are annual contributors to the library are entitled to its privileges. The number so contributing is about thirty.

Ivoryton.—The Ivoryton library was organized in December, 1871, under the name of "The Centerbrook Circulating Library." The village later received its name of Ivoryton. There were fifteen charter members whose fee of \$1.00 each purchased fourteen books. The following extract from the simple constitution, gives the reasons for its commencement, *viz.*: "This library formed with small beginnings was organized with the earnest desire to supply a lack of reading matter in our midst, and to promote moral and mental culture. It is hoped that it will prove a fulfillment of these wishes, and that books of a pure moral tone may be chosen." Its growth has been slowly but steadily increasing, and the wishes of the charter members have proved a prophecy, great care having been exercised in the selection of reading matter. In 1874, a sewing circle was organized auxiliary to the library, with the aim to purchase a building to be used for joint purposes of society and reading room. In 1888, funds having accumulated, owing to the efforts of the ladies' society, a meeting was called relative to erecting a library building. Generous contributions having been assured, an affirmative vote was taken, and ground was soon broken on the site donated by the president of the library. The edifice was completed at a cost (including grounds) of about \$5,000, and was dedicated in November, 1889, the books having been previously removed from the residence of Mrs. S. L. Cheney, who had been librarian all these years. The library contains nearly 800 volumes, also the Century Dictionary.

Ledyard.—The Bill Library of Ledyard, Connecticut, originated February 20, 1867, from a gift by Hon. Henry Bill, a native of that town, then residing in Norwich, Connecticut, of one thousand dollars and over one thousand volumes of well-selected books, both presented to trustees, who were incorporated in May, 1867, under the title of "The Bill Library Association." The library has since been largely increased by gift of the founder and by purchase, the trustees having the power to use a portion of the income derived from the original gift, until now the library contains nearly three thousand volumes, and the original fund has increased until it amounts to about three thousand dollars. An annual fee of twenty-five cents is required for the use of the books. The association has no other fund or source of income than above named. The



BILL LIBRARY, LEDYARD.



SLATER LIBRARY, JEWETT CITY.



RUSSELL LIBRARY, MIDDLETOWN.



COE PUBLIC LIBRARY, MIDDLEFIELD.

books are largely used by the Sunday-school of the Congregational Church, where the library was originally placed. In 1891, the Bill Brothers, of whom the founder of the library was one, commenced a library building which was finished in 1892 and presented to the association at the annual dinner of the trustees the same year and was formally dedicated with appropriate services in 1893 and the books placed therein. The building is constructed of wood with outside finish of stained shingles and has a hall, book-room, and room for use of trustees or other purposes.

Litchfield.—The circulating library began its life in 1870, and has been since that time entirely dependent upon and supported by subscription fees, and the loan of books at five cents a copy with occasional small donations from local entertainments. We have no fund whatever. All our income comes in this way. It is composed of about two-thirds fiction, which, of course, has the largest circulation. We pay no rent, being given, rent free, the use of two rooms in the building of Mr. George M. Woodruff on South street. Books are selected by a committee elected for that purpose, and bought as often and in such numbers as our income will admit. The Wolcott Library was established in 1865, the books being a gift of Mr. Huntington Wolcott of Boston (since deceased). It numbered, December, 1892, 850 volumes, all standard or heavy books, no fiction. Circulation has always been small. Mr. Wolcott left a fund of \$2,500 to this library, the income of which is spent yearly for books, the additions are less than those of the circulating library, as the circulation is so much less. These two libraries occupy the two adjoining rooms, given us by Mr. Woodruff as before referred to. They are in the care and custody of the same person, but are under entirely different management in the matter of selection, the committees and officers not being the same.

Madison.—The library was a voluntary association, started by a few ladies and gentlemen here in Madison, who taxed themselves to take out yearly subscriptions at one dollar (\$1) each. The books have been added as fast as they could get them until now they have quite a fair library for a country town; a few of the books have been donated and the remainder purchased. In order to add new books they got up library entertainments and obtained money in that way.

Middlefield.—The library located in Middlefield, Connecticut, was built by a native of the town, Judge Levi E. Coe of Meriden. The building was dedicated on the sixth day of June, 1893, and given to an association composed of twenty citizens of Middlefield. In his address the donor said: "I present to this association for the use of the inhabitants of Middlefield, this library, this lot, this building and the furniture and fixtures herein." There are one thousand five hundred and fifteen books.

Milford.—At a meeting of the citizens of Milford, held at the First Congregational Church, on the 4th day of May, 1858, measures were taken to organize a lyceum in Milford, by the appointment of Chas. H. Pond, chairman, David L. Baldwin, clerk. After some appropriate remarks by the chairman, a constitution was presented and unanimously

adopted. Application having been made to the legislature for the passage of a resolution incorporating Milford Lyceum, a charter was granted. In accordance with the provisions of the Act of Incorporation, the first meeting to organize the lyceum under said charter was held in said town of Milford, on the first day of June, 1858, and the following officers were elected and directors were appointed: President, Henry O. Pinneo; vice-president, John W. Fowler; secretary, Lucius N. Beardsley; treasurer, George Cornwall, 2d. The progress of the lyceum since its organization has been on the whole worthy of commendation. The lyceum has suffered from several drawbacks, the principal one being from a fire December 12, 1887; in which only 100 volumes were saved and those partly damaged. There were about 1,800 volumes in the lyceum at the time. Since that time we have not made as much progress as we ought but still it has been the means of benefiting those who have been associated with it. There is now a new library building.

Montville.—Mr. Albert C. Raymond of East Hartford, a former resident (born here) of this town in his will gave five persons in the immediate vicinity of his birthplace, as trustees, the sum of \$10,000, for the purpose of establishing a library to be located near the First Congregational Church, the funds to be available to us after his death and also of his wife, who had use of the funds while she lived. The trustees procured a charter from the legislature in 1880, erected a fire-proof building in 1884, at a cost of about \$2,500. In the settlement of his estate we did not get the full \$10,000 (about \$7,000 only). The trustees named in Mr. Raymond's will were, Henry A. Baker, David Hillhouse, Raymond N. Parish, Augustus A. Parker, and James Manwaring, all of Montville. Mr. Raymond stated in his will that the fee for privilege of taking books from the library should not be less than 50 cents nor more than \$1 annually, to any resident of the town of over 12 years of age. The will excludes all books that have an immoral tendency.

Naugatuck.—The Howard Whittemore Memorial Library was opened November 7, 1888, with 909 volumes. It was the gift of Mr. John Howard Whittemore in memory of his son Howard. Besides the books he placed in the hands of trustees a fund which yielded one hundred (\$120) dollars for the gradual increase of the library, and has also, at different times, given sums of money for the same purpose, amounting to between five and six hundred dollars. It was kept in the Parish House of the Congregational Church and Society, whose officers are the trustees of the fund. Any resident of the town can have a card for drawing books by obtaining a guaranty from a member either of the Ecclesiastical Society or the Parish House Association, and signing the library register. Teachers can each have, besides their personal card, four teachers' cards, on which they can draw any books we have which will aid them in their teaching work or in their own studies. There is now a new and beautiful library building, the gift of Mr. Whittemore.

New Canaan.—The New Canaan Reading Room and Library Corporation was incorporated under Sec. 1907 of the Statutes, in November, 1878. The promoters of this organization were principally Rev. Joseph



HOWARD WHITTEMORE LIBRARY, NAUGATUCK



Greenleaf, the first president; John Rogers, the sculptor, first vice-president; Hon. B. P. Mead, first secretary and treasurer, and others. At the annual meeting, July, 1879, the number of books in the library was reported at 527, and \$467 towards a permanent fund. In 1883 it was voted to expend a sufficient sum from the permanent fund to obtain a site for the erection of a library building. In 1884 the library building was erected by using the permanent fund, in addition to donations. The number of books had now grown to be 895, and the first annual meeting held in the new building (brick) was in July, 1885. Said building and lot cost \$3,715.36; there is no debt. The Rev. Joseph Greenleaf was president from the first till 1886, when Henry B. Rogers was chosen president, and Edwin Hoyt vice-president. The town of New Canaan hired the basement story for town uses for \$175; this helped to defray expenses till 1891, when an opera house was built, and the town took accommodations there. Since then the corporation has languished for need of funds. Rev. Mr. Greer of New York city gave us \$100 last summer. The town voted to give us \$200 annually, but it was under the impression that the State would duplicate. We have had no town money as yet. Dr. Willard Parker, Sr., and Prof. St. John, or their heirs, gave us largely of their libraries.

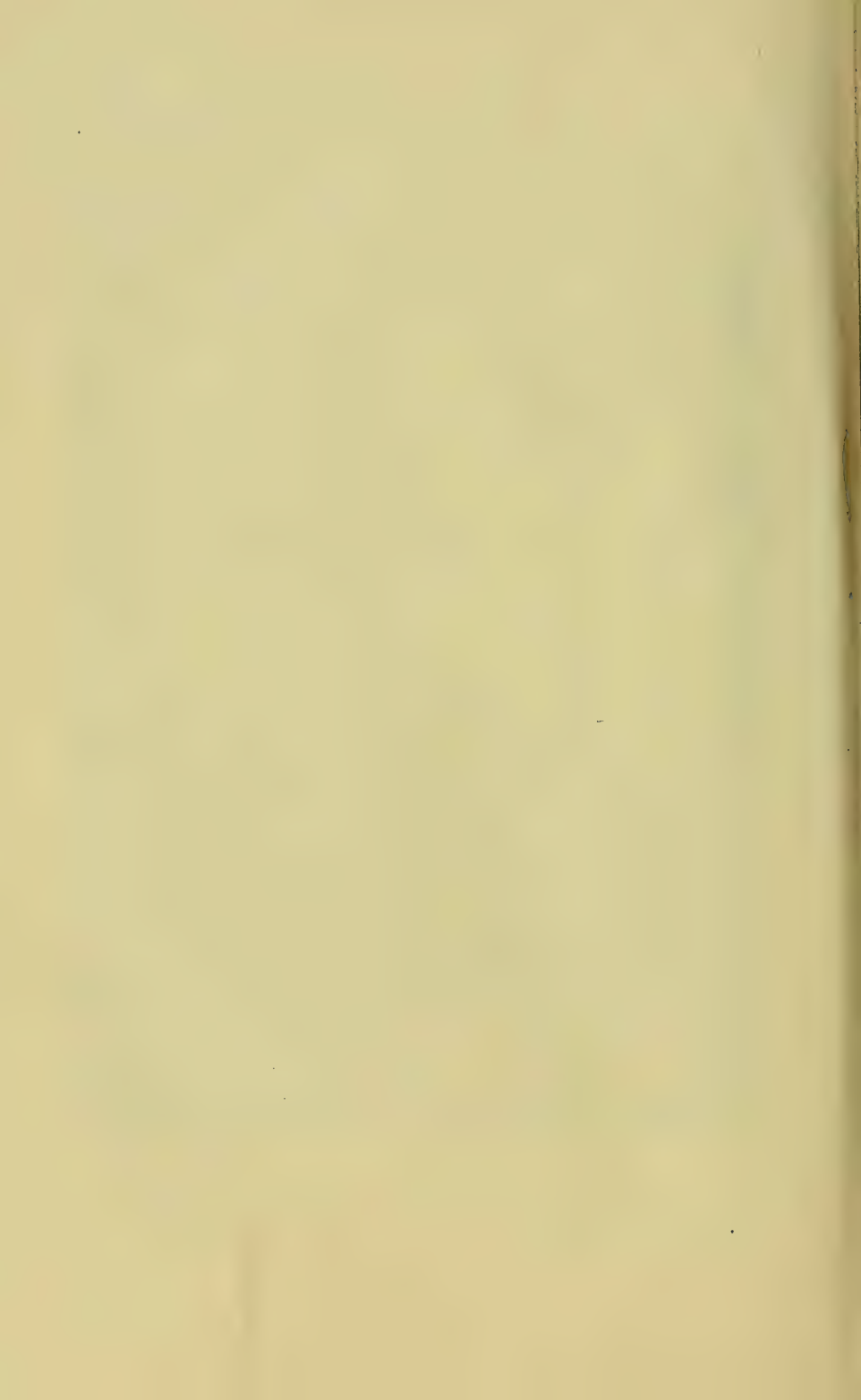
New Britain.—When there were not more than a hundred families in the place, a library was founded, with fifty subscribers, constituting the Library Association of New Britain. This society had a strong constitution, which Dr. Smalley, the author, termed the "Magna Charta." The name of the library association was changed in 1825 to the Julian Society, which received the books and effects of the association. In 1836 the name was again changed to the New Britain Lyceum. After Dr. Smalley's death in 1822, while some attention was given to additions to the library, more was given to discussions and debates, or to lectures. The last meeting of the lyceum of which there is any record was held October 27, 1841. The books of the library were scattered and many of them were lost. In 1846, the South Church circulating library was established. It was for a time the principal public library in the place, but some of the books were lost, and the remainder were placed in the library of this institute. When the Normal School was opened in 1850, a library of several hundred volumes was procured mainly by contributions of citizens of New Britain. While this was virtually free to the public, it consisted principally of reference books, or text books, and was seldom consulted except by a few professional men. There were a few small Sunday-school libraries in the town, but no general public library when the town was incorporated in 1850. In 1853, a few persons met and decided that the interests of New Britain and the highest welfare of society demanded the establishment of a public library; and the "New Britain Institute and Library Association" was formed, and the library now numbers nearly five thousand volumes. Every effort is being made to stimulate and direct the intellectual life of the community. It is the earnest hope and purpose of those interested in this enterprise to place it upon a strong and permanent foundation, and to confer upon

our people those great privileges which are associated with public libraries the world over. To this end, and especially that the library may be housed in a building of its own, a considerable sum has already been contributed by members of this community. For the custody of this fund, and to further the object of these donors and all interested in a work of lasting public importance, a committee on the permanent fund has been appointed, with the hope that our citizens will make the library the object of continued and ample private benefaction. An annual fee of two dollars secured to the members of the Institute the right to participate in its organization, and the free use of the library and reading-room, but gave them no voice in the control of the latter. The payment of five dollars at one time, virtually the price of a share of stock, and an annual fee of one dollar, constituted and continued a person a member of the Library Association, with the right and duty of voting in its management. Nearly all the members of the Library Association were also members of the Institute. In 1858, a charter of the Institute was obtained from the General Assembly, new by-laws were adopted and some changes were made in the methods of administration. The next year the books were re-catalogued, when there were 565 of the South Church library and 930 of the Institute proper, or in all less than 1,500 volumes, of which 75 were public documents. For a short time in 1866-67, the library was closed for want of means and the books packed away in boxes. But efforts were soon made to resuscitate the institution; convenient rooms in Hart's block were secured, the library was enlarged, and the reading-room better supplied with reading-matter. The library is now held in the Russwin building. The late Lucius Woodruff, one of the incorporators of the Institute, left a legacy of \$10,000, the income of which since 1872 has been appropriated chiefly to the purchase of books for the library and periodicals for the reading-room. More recently the late Cornelius B. Erwin, another incorporator, provided in his will for bequests amounting in the aggregate to \$163,333.-33, from which the library has already received substantial benefit. By vote of the town the Institute received \$500 annually from 1872 to 1892, an important addition to the means for supporting the library and reading-room, but small in proportion to the amount annually voted by some towns and cities in the State. It may be possible at no distant day to abolish all fees for the use of books at home, as well as at the rooms, but at present it is questionable whether the usefulness of the library would be increased by such action. The board of managers and library committee, by carefully studying the needs of the community, strive to make the library and reading-room as generally and universally useful as possible.

New Haven.— Fifty years ago many of our citizens were not in favor of a Free Public Library in New Haven, believing that Yale College, with its magnificent library, furnished all the reading matter that was required. Many persons feared that a public library, supported by the city of New Haven would be a continual drain upon the taxpayers, and only used as a lounging place for literary loafers. About 1851-52,

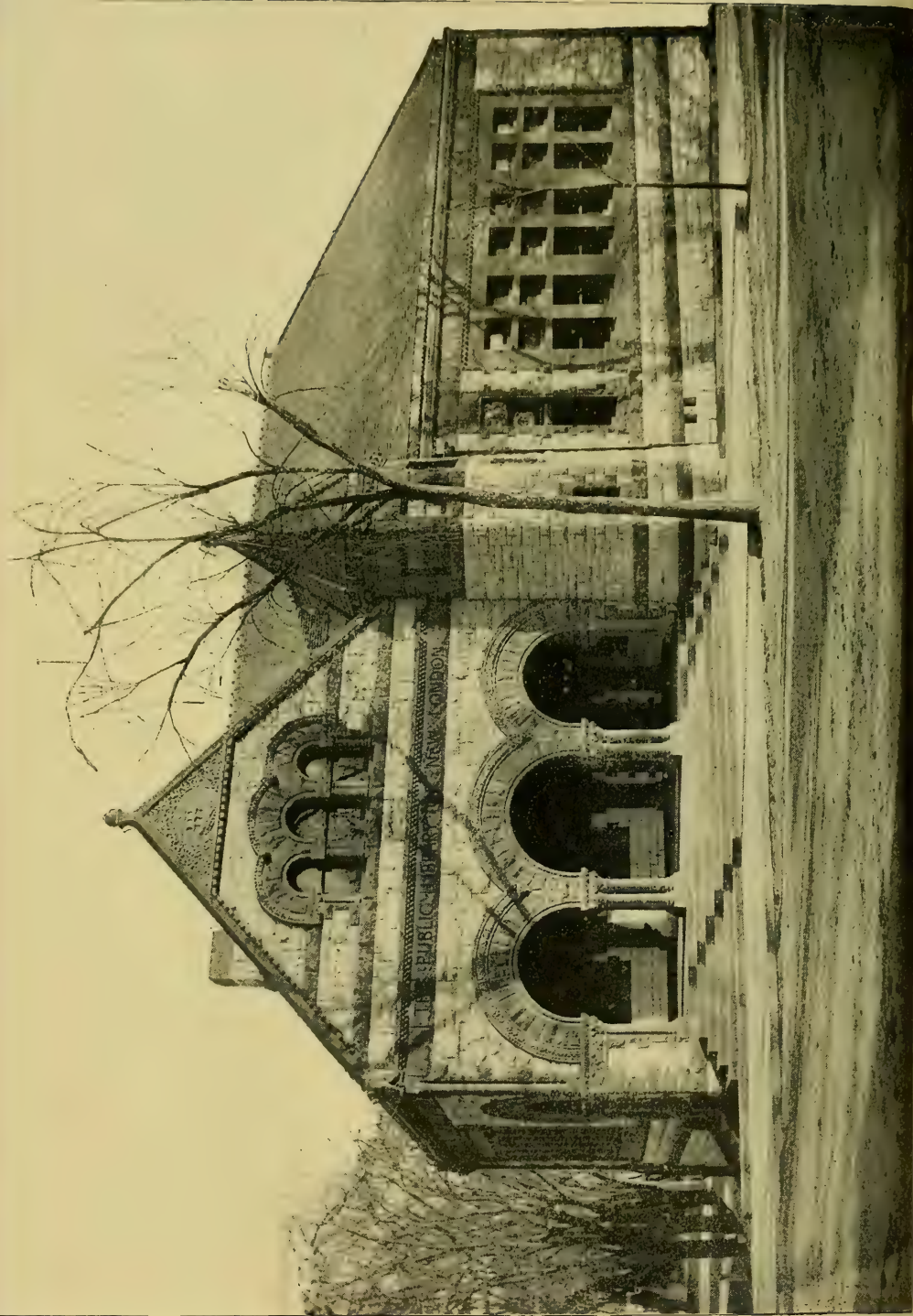


FREE PUBLIC LIBRARY, NEW HAVEN.



Philip Marett, a merchant of Boston, who had accumulated a fortune in the East India trade, retired from active business and came to New Haven to reside. In 1867, at the age of seventy-four years, Mr. Marett drew his will, leaving his entire estate, amounting to about \$650,000, in trust for his wife and daughter, and at their death to be distributed in benevolent and charitable legacies, chiefly in the city of New Haven. A clause in the will provided that one-tenth part of said estate should be given to the city of New Haven in trust, the income to be used "for the purchase of books for the Young Men's Institute, or any public library which may from time to time exist in said city." This provision for a free library in New Haven was the first to be made by anyone, and its existence was relied upon as one of the strongest arguments by those whose efforts induced the city government to establish our present public library a few years ago. In the year 1880, a few of our public-spirited citizens, under the leadership of the late Henry G. Lewis, mayor of the city of New Haven, called a meeting to endeavor to start a public library here, in order that the city might avail itself of Mr. Marett's generous gift when it became available. The sum of \$1.600 was pledged, and 300 books were donated by the citizens of New Haven to establish a free public library. A memorial was presented to the court of common council asking that the city furnish quarters for the public library, and the memorialists pledged themselves to support and maintain the same free of expense to the city for one year. A committee of the court of common council was appointed to consider this matter. The committee made a majority and minority report. The minority report was adopted March 2, 1880, by the court of common council, and the following order was passed: "Ordered, That the offer to establish and maintain a free public library is gratefully received and acknowledged, and that the use of a room or rooms in the old State House available for that purpose is hereby granted to the petitioners." Mayor Lewis was also requested to appoint a committee of thirteen prominent citizens to aid in carrying out the above project. The committee of thirteen met, organized, considered the subject and decided to undertake to raise \$100,000. The plan adopted by the committee was to divide the city into districts, with 400 canvassers who should be authorized to receive subscriptions. Pledges from private citizens were received to the amount of \$5,535. Three hundred books were placed in a room of the old State House, and the library was opened to the public. Owing to financial troubles and the difficulty in raising the necessary amount, the whole scheme was given up and abandoned, and the 300 odd books were placed in charge of the New Haven Colony Historical Society, and by them were delivered to the New Haven Free Public Library in 1887. There was nothing more done about a free public library until 1885, when many of our citizens, realizing that New Haven was fast growing to be a large city, concluded that if the Marett legacy was ever to be available for a free public library, active measures ought to be at once taken for the establishment of the same. At that time the Young Men's Institute, in order to avoid any litigation with the city over the Marett

legacy, proposed to turn their library over to the city and make it a free public library. At a meeting of the directors of the Young Men's Institute, held February 21, 1885, it was voted that a committee of five be appointed to meet a city committee to arrange for opening the Institute library free to the citizens of New Haven, on some basis fair and equitable to both. A petition was presented to the court of common council, with the request that a special committee be appointed in behalf of the city. The communication was read, accepted, and an order passed for appointment of three aldermen and four councilmen. This committee procured suitable legislation authorizing the city to issue \$100,000 worth of bonds for the purpose of starting a public library in connection with the Young Men's Institute. It also appointed a sub-committee, in connection with President Pardee of the Young Men's Institute, to draw up a contract providing that the Institute library should be opened as a free library. The affair remained in the hands of the committee for nearly a year longer, and the public began to ask whether New Haven was ever to have a free public library. In 1886 the city council, composed of intelligent men, believed that if the city was to have a public library some definite plan should be at once adopted. A resolution was introduced in January, 1886, by Councilman A. Maxy Hiller, asking why the contract with the Young Men's Institute was not carried out and that library made a free library. A committee was appointed to investigate and report upon the matter at as early a date as was possible. The committee saw President Pardee of the Institute, and he reported that a contract was being drawn up, and in a short time would be submitted to the city government for adoption. Several months later this contract was presented by Judge Pardee to the Court of Common Council. The contract provided that the Young Men's Institute should lease to the city of New Haven all its books and property for the period of ten years; that the city should pay the entire cost of maintaining the same; that the Young Men's Institute should have a majority of the board of directors, and that the contract might be renewed or dissolved at the pleasure of either party at the end of ten years. The order unanimously passed the board of aldermen and went to the council for acceptance. There it was amended to provide that if the Young Men's Institute turned over its property to the city of New Haven, it should turn it over in perpetuity, and not for a term of ten years. The directors of the Young Men's Institute objected to the amendment, withdrew their proposition entirely, and voted to have their library remain a private subscription library. At the next meeting of the board of councilmen, in September, 1886, a resolution was introduced providing that the city of New Haven establish a free public library under the general statute laws of the State. The order was unanimously passed by the council; it was amended in the board of aldermen by increasing the board of directors to ten, and then was unanimously passed by both branches of the Court of Common Council. The city made an appropriation of \$12,000 to start the library, and the Free Public Library of New Haven at last became an accom-



plished fact. In 1889, the directors decided to issue, in accordance with the resolution of the legislature, \$100,000 of city bonds for the purpose of procuring a suitable library building, as the Chapel street quarters, in view of the large demand for books, were found to be totally inadequate for the needs of the public. The bonds were issued by the city and sold for one hundred and eleven thousand and some odd dollars. The directors voted to purchase the old Third church property, where the library now is, as a permanent location. On March 7, 1889, the last surviving heir of Mr. Philip Marett, *viz.*, Mrs. Ellen M. Gifford of New Haven, died, and Mr. Marett's property was distributed by his executors. In accordance with the terms of the will, one-tenth part was paid to the city of New Haven to buy books for the Young Men's Institute or any public library which may from time to time exist. The Young Men's Institute immediately brought suit against the city of New Haven to compel the city, which had voted to pay the money to the Free Public Library, to pay the income of said fund to their library. The case was, by consent of both parties, reserved for the judgment of the Supreme Court of Connecticut. The unanimous decision of the judges of the Supreme Court was that the income of the said fund should be paid to the New Haven Free Public Library, and since that decision, it has been paid to the treasurer of the New Haven Free Public Library, simply and solely for the purchase of books for the same. The librarian is Mr. W. K. Stetson, and he is assisted in his labors by a full corps of trained employes. The library is patronized by all classes and conditions of persons, from the highest to the lowest. It is doing a great work here in the city of New Haven. It has upon its shelves, at the present time, about 24,000 volumes. It is not unusual for the assistants to issue over the delivery desk 1,000 volumes in a single day, and the average weekly circulation of books given out is over 3,000 volumes. The New Haven Free Public Library, which was made possible by the generous bequest of Mr. Philip Marett, is acting as a grand educational institution here in this city. It is furnishing reading matter to thousands of young persons who would be unable to get it in any other direction. It bids fair to prosper and grow in future years, and it is to be hoped that others of our philanthropic citizens may follow the generous example of Mr. Philip Marett. The city has made a yearly appropriation of \$10,000 for the support of the library. The Marett income is available only for the purchase of books, and the expenses of the library last year were about \$12,000. In comparison with other libraries in Connecticut and the New England States, the city appropriation is a small one, and it is hoped that it may be increased in the future, in order to more fully accommodate the wants of the public, and the increased growth of the city of New Haven.

New London. — On the 30th of April, 1876, Hon. Henry P. Haven, a foremost citizen of New London, Conn., died suddenly at the age of 61 years. Mr. Haven had been for many years actively engaged in the whaling, sealing, and shipping business, and the enterprises in which he was interested were of world-wide extent. When his will was

published it was found that he had instructed his executor, after settling his business and paying many bequests, to deliver the residue of his estate to three trustees, who were directed to hold the same until the year 1890, and in the meantime to pay each year one-third of its income to his only daughter and one-third to his only son. The remaining third they were directed to expend as they might deem best for benevolent and charitable purposes, according to their discretion and in such manner as they believed would be in accordance with his wishes. The will also provided that in 1890 the principal of the trust estate should be similarly divided and treated. After settlement of the estate his executor delivered to trustees, in the fall of 1877, its residue, as the will provided. A few years later certain interests of the trust estate having enhanced very considerably in value and in income derived therefrom, the trustees found quite unexpected sums at their disposal for distribution among benevolent and charitable objects. In 1881 they decided to set aside a few thousand dollars as a fund to be finally devoted to the creation of a much-needed library in the city where Mr. Haven had lived, and they added to such fund from the one-third trust income from time to time in succeeding years until the trust expired, when they apportioned a part of its principal to the same purpose. In 1882 they secured a charter from the legislature of the State of Connecticut, under which they organized in March of that year. In May, 1889, they commenced the erection of a library building upon a lot purchased for that purpose. On the 28th of January, 1890, at which date the library building was in course of construction, Mrs. Anna H. Perkins, the only daughter of Mr. Haven, died. Mrs. Perkins in her will, after making numerous bequests, named the "Public Library of New London" as her residuary legatee, subjecting such bequest to the payment of certain annuities. The library was opened to the public in July, 1891, since which time it has been freely used. During the year ending March 1, 1893, nearly 69,000 volumes were circulated among its users. The library building, with the land on which it stands and its furniture, has cost about \$50,000. There are now some 14,000 volumes on the shelves of the library, with room for 5,000 more on the present stacks, and for 50,000 in all, when space is fully utilized below and above. The library is perhaps unique in that it combines business with education and charity. A number of persons receive from it a fixed income for life, while the library is responsible for the care and safety of the principal producing such income. The first charge against the income derived from the library endowment is for the payment of something over \$1,500 per annum as annuities to various persons. After such payment there remains sufficient to provide for the proper maintenance of the library on its present modest lines, and to purchase 1,000 or more volumes each year. In the years that are to come, possibly other citizens of New London may feel inclined to avail themselves of this institution to provide annuities for relatives or friends, and at the same time contribute towards the ultimate development and growth of the library.

New Milford.—The New Milford Library Association was organized

February 27, 1886, by the adoption of articles of association, and held its first meeting March 13, 1886, with a membership of 352 persons, and nearly 300 volumes on its shelves. The control of all funds and property belonging to the library is vested in a board of five trustees. The selection and purchase of books and periodicals and the general management of the business of the association are in the hands of an executive committee, consisting of the president, with two ladies and two gentlemen, elected annually. Any person residing in the town of New Milford, or any non-resident properly recommended, may become a member of the association for one year by the payment of one dollar. There is no record in the minutes of the association of the increase in the number of books during the first two years of the library's existence, though there must have been a very considerable growth. At the annual meeting held October 11, 1887, it is reported that 8,553 volumes had been drawn during the preceding year. During the next year there was a marked falling off in the business of the library, only 5,652 volumes having been drawn. The minutes of the annual meeting of 1888 also show a great diminution in the membership, so that it was determined to solicit in each school district for renewals and new memberships. This effort was productive of fairly good results, for at the next annual meeting, October, 1889, a membership of 216 was reported by the librarian, and the circulation for the year 6,249 volumes. There had also been an increase of 175 volumes, making a total number of about 1,800. The following year, as shown by the report of the librarian to the annual meeting held October 13, 1890, was one of doubtful progress. The membership had shrunk from 216 to 150, and the circulation from 6,249 volumes to 4,698. The catalogue of the library, on the other hand, showed a decided growth — an addition during the year of 455 volumes, 380 having been contributed by the First Congregational Church of the village. This made a total catalogue of 2,250 volumes. During the next year the library about held its own. There was no loss in its membership; over four thousand volumes had been read, and the total catalogue had been increased, by purchases and donations, to 2,325 volumes. In October, 1892, very little change is seen in the figures representing the membership and the number of books drawn from those of the year before. One hundred new books had been purchased, making a total of 2,424.

Newtown. — The proposition for a public library in Newtown was first suggested by Abel Stillson and a meeting of citizens was held in the post-office building December 11, 1875, for the purpose of organizing a circulating library. The charter was received for record January 15, 1887, and recorded in Vol. 49, page 263, of Newtown Land Records. There were given fifty books by the estate of Mrs. Caleb Baldwin and seventy-five purchased by the association. The library was kept at the post-office building from 1875 to 1879, Miss Mary F. Peck acting as librarian. January 1, 1879, it was moved to the residence of Miss C. E. Nichols. Miss Nichols resigned in 1887, having had charge of it as librarian for eight years. In 1887 it was removed to the present room in the Public Brick Building. November, 1889, there was presented to the

library \$100. It now numbers in books about 2,000, and is mostly supported by subscriptions, fairs, and entertainments. Its success is owing greatly to its president, Prof. C. S. Platt, and Mrs. Platt.

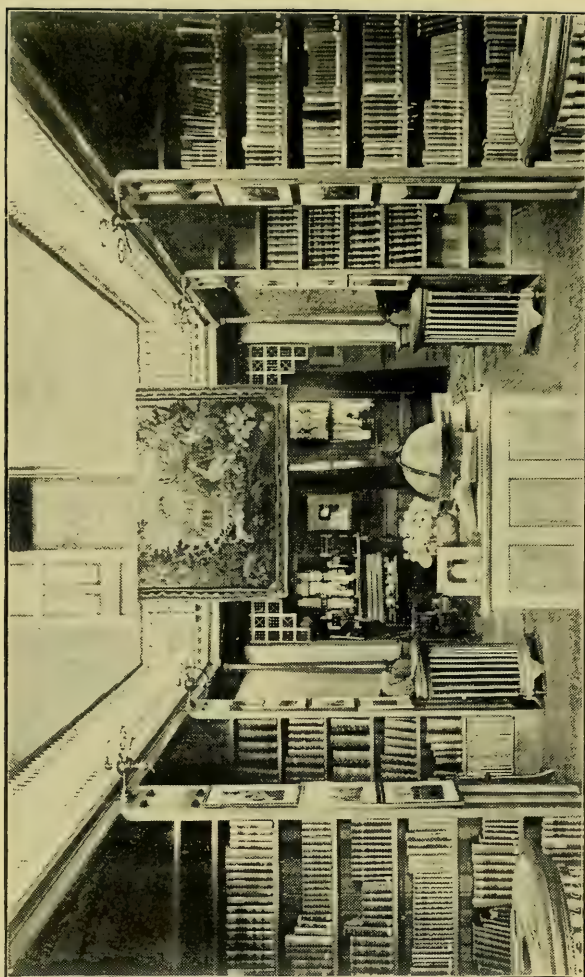
Norfolk. — The Norfolk library was founded in 1889 by Miss Isabella Eldridge, a native of the town, in memory of her father and mother, Rev. Joseph and Sarah Battell Eldridge. Its location is a most admirable one, being directly in the center, facing the south, and overlooking the village park. To the west and north very fine views are obtained. It was designed by George W. Keller of Hartford, who built the beautiful Soldiers' Arch in the same city. The material used is Longmeadow brown stone, with a roof of Spanish tile. The interior is finished in American oak, with the exception of the conversation room, which is of cherry. The walls and ceilings are of original design, and are very effective. The walls are hung with many costly pictures and tapestries. A special feature is the arrangement for admitting the light — wells are constructed between the alcoves directly in front of the windows, thus making it one of the best lighted libraries known. It is both a reference and circulating library, and now includes 6,000 volumes and 1,000 pamphlets. It is a very useful library and is patronized by all classes. About 12,000 books were borrowed last year and the same number were used in the library for reference.

Norwalk. — The Norwalk library was founded some twenty years ago on a small footing. A few private individuals met for literary pursuits and started the enterprise with a few books donated by the members, and a five dollars' subscription. They established an understanding with the Mercantile Library, New York city, to have the latest new books mutually exchanged. This lasted a year or so, when the Mercantile, furnishing the much larger share of books, withdrew. They then incorporated under the style of the Norwalk Library Corporation, and it is so to this time. Ten years ago there were 1,500 volumes. Now we have 3,500, comprising history, travels, scientific, biography, essays, romance, juvenile, and poetical, with a membership of 150 at a subscription fee of two dollars per year. We open the library Tuesday, Thursday, and Saturday, from 3 to 5; Saturday evening, 7 to 8. We have a reading room open at all times for any person to read or look up information. Having no endowment it is up-hill work. The Young Ladies' Literary Society every now and then gives an entertainment, which helps us along in funds.

North Canaan. — Previous to 1822 there was a circulating library named Phoenix Library in the town. In 1822 William Douglas, an inhabitant of the town, died and left by will the sum of eight hundred dollars, one half of said sum to be expended in books to establish a town library and the other half to be held as a fund and the income used to purchase books. The gift was accepted and a library established and named Douglas Library. Phoenix Library was then dissolved and the books distributed among the contributors. In 1845 another resident of the town, Robert Baker, died and left by will one thousand dollars to be added to the fund, the interest or income to be used for the purchase of



NORFOLK FREE LIBRARY.



NORFOLK FREE LIBRARY.



DOUGLASS LIBRARY, NORTH CANAAN.



BRADLEY LIBRARY, NORTH HAVEN.

books. Some years ago, as the fund was not kept together, a little confusion occurred, and one hundred dollars of the principal was spent for books, and therefore the fund now is thirteen hundred dollars, instead of fourteen hundred as originally.

North Haven.—The Bradley Library Association of North Haven was incorporated March 19, 1884, Special Acts of 1884, chapter 109. The association shortly afterwards received a legacy of one thousand dollars from the estate of Silas L. Bradley of Auburn, N. Y., a native of North Haven. Its library was opened as a subscription library at the residence of Dr. Austin Lord, on October 1, 1884. In 1886 the town of North Haven built a "memorial hall" for town purposes, and set apart a room for the use of the library, rent free. This room was opened January 1, 1887, and has ever since been occupied. Two or three years ago Mrs. Silas L. Bradley left a further sum of one thousand dollars to the association, which has been invested and the income only is used. Gifts of books have been received from Mrs. Bradley, from the publishing house of J. W. Bradley of Philadelphia, from Dr. Andrews of Buffalo, and others. Up to October 1, 1893, the funds of the association were added to by public entertainments, etc. The town of North Haven at its annual meeting in October, 1893, appropriated the sum of \$150 to the use of the library on condition that it be made free to the residents of the town. This condition was accepted by the association at once. Since that time about 200 citizens have applied for cards, and the issue of books has been at the rate of about 6,000 per year. The present officers are: E. L. Linsley, president; S. B. Thorpe, secretary; Joseph Pierpont, treasurer; Miss Harriett D. Andrews, librarian.

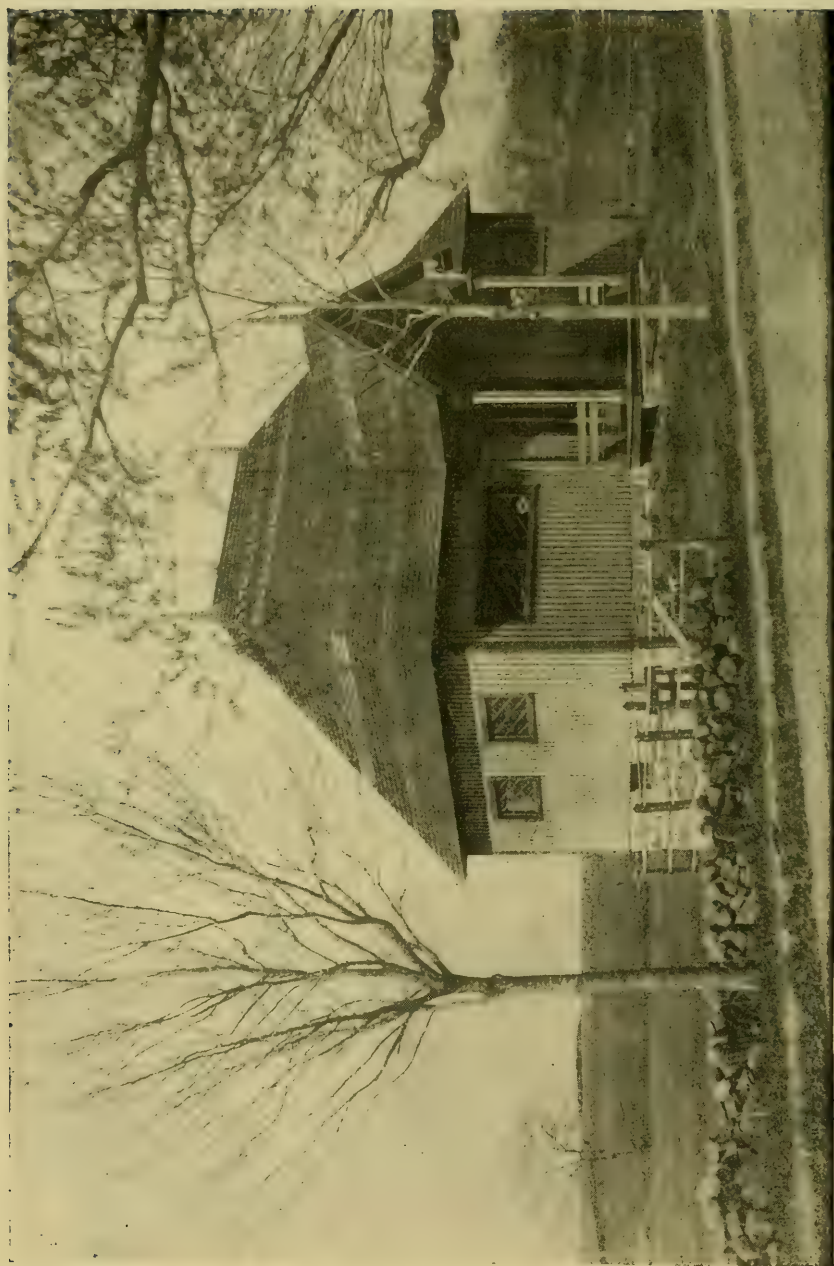
Norwich.—The Otis Library was founded in 1850 by the late Joseph Otis, of Norwich, Conn., who endowed it with about \$13,000, of which \$6,000 represents the cost of the original building, the upper floor of which was reserved by the will of Mr. Otis for the use of the pastor of the Second Congregational Church. The library was supported entirely by fees for the use of books, and by the income of the permanent fund, with occasional contributions, which were solicited when needed. In 1868 a gift of \$1,000 was received from Mr. Charles Boswell of West Hartford. The income of this gift was to be devoted to the purchase of books of history, biography, and the natural sciences. In 1881 a legacy of about \$14,000 was received from the late Dr. Daniel Tyler Coit, the income of which legacy was also to be devoted to the purchase of books. Until 1891 the library continued under the old plan of charges for the loan of books. In the autumn of that year it was voted to make the library free, as the number of borrowers had dwindled to about 400, notwithstanding the increased supply of books. The funds for conducting the free system were raised by popular subscription. Within ten months 3,080 people were using the library. Owing to inadequate facilities, it became necessary to build an extension containing about twice the floor space of the old building. This was done by popular subscription at a cost of about \$18,500. Upon the completion of the extension the town granted

an appropriation at the rate of \$3,600 per annum for the current expenses. This appropriation has been renewed, and was in force until October, 1894. It was granted without a dissenting vote. The circulation shows a steady increase since the extended library was opened under the town appropriation. Number of books loaned since the granting of the town appropriation, in June, 3,246; daily average, 141; in July, 4,997; daily average, 200; in August, 5,666; daily average, 210; in September, 6,277; daily average, 251; in October, 6,601; daily average, 254; in November, 7,261, daily average, 290. The library is open daily from 9.30 A.M. to 9 P.M., Sundays and legal holidays excepted. It has one reading room, which is open during the same hours. The teachers in the various schools furnish, in advance, lists of subjects on which the library will be consulted by their pupils. References of the most useful kinds are looked up on these subjects, and pupils furnished with the best authorities the library contains. A similar plan is also pursued with several literary clubs. A catalogue of the library has been printed, and monthly bulletins of new books are issued in editions of 2,500 copies each month for gratuitous distribution. Inquiries are invited on all subjects of special study.

Old Lyme.—The Old Lyme Public Library was established in 1874, by a gift of books and funds from a few people in the town, and has since been supported by the irregular contributions of its friends. In 1886 a building was erected at a cost of fourteen hundred dollars, in which the library is now placed. There has never been any formal organization, but the institution has been controlled and guided by the original founders, who have sought to make it useful without calling on the community at large for assistance. The library is entirely free, distributes its books through all parts of the town; a registry is made of books as issued, and little trouble has arisen from thefts or losses. Whether it shall be maintained on its present basis, or incorporated under the statutes, is a question now being considered.

Oxford.—We started the library in 1883 on a small scale by each member giving one or more books, or by paying 25 cents, which constituted them members. From this sprang the library. From a small beginning it has grown to 800 volumes. No member has ever been asked to contribute since. Now it is a free circulating library.

Old Saybrook.—In June, 1854, a few ladies of Saybrook, feeling the need of more general and varied reading than was at their command, met and organized a reading club. Any lady, by the payment of one dollar, became a member. The books purchased were to be circulated from one member to another, in a certain order. At the close of the year a meeting was held. It was decided that the books on hand should be held toward the beginning of a permanent library, to be known as the "Ladies' Circulating Library." One lady offered a room and herself as librarian for the books, which was accepted, the old books to be loaned, the new ones to go on circulating, as before. This association existed for sixteen years, and had in that time accumulated eight hundred volumes. At a special meeting, July 18, 1870, the ladies



OLD LYME PUBLIC LIBRARY.



ACTON LIBRARY, SAYBROOK.

agreed to a proposition offered by several gentlemen interested, that this library should be merged into a public library, to be called the Acton Library. The Hon. T. C. Acton gave the use of a hall, until a suitable building could be erected. He also donated land and subscribed liberally, as did many others toward the building. The year 1874 found it an incorporated library, established in a permanent home with its corps of officers and trustees. The Hon. John Allen is now and has been a number of years its honored president. This library has no fund. It is sustained by its memberships, loan of books, donations of money and books. The town appropriates one hundred dollars towards its running expenses. It numbers not far from four thousand volumes.

Plymouth. — Plymouth Library Association was organized February 1, 1871; about 75 or 80 citizens organized in the above name, and took \$3 shares, and the library opened with 225 books, the institution being officered as follows: President, Vice-President, Secretary, Treasurer, and three Executive Committees. The first ten years a charge was made of \$1.00 per year as yearly members, and 2 cents per week on each book; also the owners paid the same for each book, until 1881, the membership fee was reduced to 25 cents per year. In 1885, as a Christmas present, Miss Eliza Bull sent us a check for \$1,000, and in February, 1886, our institution was chartered under the old name, and officered by the old organization, and we voted to retain control as we had from the commencement, with a by-law that, from time to time, as it became necessary to keep the managers above 15 in number, it should be the duty of the organization to elect as members citizens adapted to keep up the organization. In 1889 Miss Bull, who had given us the \$1,000, died, and, by her will gave the library \$2,000.

Pomfret. — Pomfret Hall Library was started as a circulating library in 1880; in 1882 it was removed to Pomfret Hall. This was its beginning; nothing whatever to do with the town then, nor ever. By an annual subscription at that time of \$1.00, and by many gifts of books and money, it grew quite rapidly into a well-ordered, much appreciated library, patronized almost exclusively by the non-resident portion of the community, although every advantage was open to the townspeople as well. In June, 1893, it was moved into a room in the Pomfret Club House, offered us rent-free. The yearly subscription has been raised to two dollars, to meet the constantly increasing demand for new books. Articles of constitution and by-laws have been drawn up. The selection of books is gauged by the demand, which calls for all the new lives, travels, novels, essays, and histories, but seldom for books of special or technical study, except some on the simpler scientific or socialistic lines. The library is run entirely by half a dozen ladies, whose services are purely voluntary, and, although perfectly public, it is more of a social institution than an educational one. Several times the advantages have been offered to the public schools, but whether because the hours do not suit or because it is not a town institution, it has not been patronized. Philanthropy and education were not the primary causes of the establishment of this library, but simply to fill a long-felt want in an intelligent and progressive colony of residents.

Prospect.—Prospect had no public library previous to 1886. At that time a few individuals felt that, notwithstanding the town numbered less than five hundred inhabitants, it was desirable and possible to furnish them the advantages that would come from the use of even a small library. In order to secure this result a paper was circulated stating that a Library Association was to be formed and that any one paying the sum of \$3.00, or \$1.00 annually for four consecutive years, could become a member of this Association. A meeting of the members thus secured was called, a constitution and by-laws adopted, a committee appointed, who immediately purchased books with the funds collected. An annual fee of 25 cents for the use of the library has been charged to all except the members of the Association. During the first year of its existence 72 individuals used the library, and nearly 900 volumes were taken out. The library now, in 1894, contains about 300 volumes, including among their subjects works of history, travel, poetry, and fiction. The expenditures during the eight years of its existence has not exceeded \$150.00. These facts prove that even the smallest town of our State can secure for itself the advantages of a library containing the works of many standard authors at a small expenditure of money.

Ridgefield.—Thirteen people conceived the idea of buying books and circulating them among the members, each member keeping them four weeks. At the end of the year they auctioned the books, holding them among the members until they had collected enough to start a public library. Accordingly, several of the members met on the evening of Dec. 1, 1879, and voted to loan their books for the purpose of a public library, and placed them in the hands of a committee composed of three ladies, who should care for the books and solicit other contributions, and make suitable arrangements for loaning the same for one year. They secured a room in the Town Hall. But the library became so popular that Governor Lounsbury kindly loaned them a small one-story building consisting of two good-sized rooms, with suitable closets and shelves for the books. The ladies alternated in caring for the distribution of books each week: Wednesdays from 2 to 4 in winter, from 4 to 6 in summer; Saturday evening from 7 to 9 through the entire year. Each life-member was assessed \$3.00 for life-membership. The subscriber gave \$1.00 per year, 75 cents for six months, 50 cents for three months, 25 cents for one month; drawing two books at a time and retaining them three weeks; a fine of 10 cents for longer retention. At the end of the year the subscription money purchased books for the ensuing year. With a few donations from private individuals, at the expiration of fourteen years they have about 3,000. The Library Association was incorporated as the Library Corporation of Ridgefield by depositing a copy of the constitution and by-laws with the Secretary of State at Hartford, in the spring of 1882.

Rocky Hill.—The library was organized January 3, 1877, by about twenty citizens for recreation and culture, taxing themselves fifty cents a year for its support. The library is open for taking out books once in two weeks, and each meeting during the winter a committee is



SIMSBURY FREE LIBRARY.

appointed to furnish entertainments of debate, reading, dramas, of which ten cents admission is charged for non-members. We have about seventy members now and fourteen hundred books with six hundred dollars in the treasury.

Salisbury.—The library grew out of the Salisbury Book Club, was organized as Salisbury Library in 1888, becoming incorporated with two old town libraries—the Smith and the Bingham. Through the generosity of members of the Scoville family, a Memorial Library building is to be erected within the next year, we confidently hope. At the last annual meeting of Salisbury Library Association it was *resolved*, That all the books, records, and property belonging to said association should be turned over to, and deposited in the Scoville Memorial Library, whenever the Scoville Library Building shall be completed and ready for occupancy. The library is not yet, to any considerable extent, a reference library, but is well patronized by teachers and pupils of the village schools at Salisbury Center.

Seymour.—The Humphreyville Library was incorporated in 1854, but it does not appear that any effort was made to organize under this act. The Seymour Library Association was organized May 12, 1871, on the basis of \$5 memberships. There were 54 stockholders. A library of 234 volumes was established, which was freely used by the stockholders. In 1872, 54 volumes were added. In the fall of 1876, there being only 21 stockholders, it was proposed to close up the affairs of the association. It was finally decided to continue another year. In October it was voted to close up, and the books and the cases were sold at auction. The dividends on each \$5 share that had been paid up were \$4.22. Some effort in the direction of a public library was made in the spring of 1885; and a library was opened in Grand Army Hall. From the record of the annual meeting of the Library and Reading Room Association, February 2, 1893, it is seen that steps were taken towards the organizing of a library and a reading room. At subsequent public meetings committees were appointed to select and purchase books, and the library and reading room were opened. Under the provisions of the law passed in 1893, the question was taken up by the town of Seymour, and a free public library opened in May, 1894.

Sharon.—The Hotchkiss Library was built by Mrs. Benjamin Hotchkiss in memory of her husband, who was born in the town of Sharon. It is a circulating library with a fee of one dollar a year. The library is owned and managed by a committee of fifteen.

Simsbury.—During the winter of 1872 and 1873, there was organized among the middle-aged and young people of this village a social and literary club. This society, prompted by its needs, agitated the matter of a public library. There had existed for some years an organization known as the "Simsbury Book Club," owning at this time about one hundred and twenty volumes. Learning that these would be given to any new organization, it was decided to accept them, change the plan of the library, making it fixed rather than circulating, and add to it by every possible means. From entertainments given for the purpose, and

by subscriptions, several hundred dollars were raised. During the summer of 1874 the subscription paper was presented to Amos R. Eno for his consideration. He returned the subscription paper with the proposition to give three thousand dollars (\$3,000) to establish a library for the citizens of Simsbury — one-half for the immediate purchase of books, and the balance as a fund to provide for its future growth. Books were purchased soon, to the value of about one thousand dollars (\$1,000). The upper story of the village schoolhouse was secured as a library room, and the library was opened to the public Sept. 23, 1874. Mr. Eno modestly declining the honor of having the institution named "The Eno Library," it was called, at his suggestion, "The Simsbury Free Library." During the session of 1874 and 1875 the legislature enacted a law requiring the towns to provide suitable fire-proof storage for the preservation of public records. A committee was appointed on the part of the town of Simsbury and the trustees of the "Simsbury Free Library" to erect a building to be used jointly and severally by them, each to bear one-half the expense of said building, which expense was not to exceed four thousand dollars. A very considerable portion of this amount had been subscribed, when Mr. Eno confided to the trustees his intention of giving in the near future a suitable building for library purposes, and the town partnership plan was dropped. Thus the matter rested for a time. In the summer of 1887, Mr. Eno placed in the hands of a building committee, selected from the board of trustees, the sum of ten thousand dollars (\$10,000), with instructions to select, plan, and erect such a building as would be appropriate for the library. The record of the library is a good one. The total amount expended for books, to the end of the last library year, is about twenty-seven hundred dollars (\$2,700). Four hundred different individuals have drawn books during this time, and about twenty-eight thousand eight hundred volumes (28,800) have been drawn. It is safe to assume that the greater part of the books drawn have been read. This is an equivalent to about fourteen volumes for each man, woman, and child in town, and it is equivalent to about the reading of every volume in the library by twenty persons. The munificent sum of five thousand dollars has been added by Mr. Eno to the permanent book fund. This increased fund will permit an addition of from two hundred and fifty (250) to three hundred (300) volumes yearly.

South Coventry.—In 1880, H. D. Cogswell of California, formerly of South Coventry, offered to give \$500 to start a town library if the people of the town would raise as much more. The town was canvassed and \$750 raised. A committee was appointed to arrange the library, purchase books, etc. They purchased 750 volumes of history, travels, biography, fiction, etc., with which the library opened April 24, 1880. The library has been well patronized, and is at present in a flourishing condition, having about 2,000 volumes. We have received donations of books and money from different sources. Mrs. H. F. Dimock of New York has donated \$60 a year for books and magazines. The library is situated in a small building on Main street which is owned by the association, called the South Coventry Library Association. It is opened to the public twice a week — Tuesday and Saturday.

South Manchester.—The Manchester Library Association was organized in South Manchester in 1871, and opened a library and reading-room, the expenses of which were paid by the annual fees of members and by funds raised by various entertainments. There were 354 members the first year, and the number gradually fell off until in 1877 there were only 130 subscribers. At that time (1877) Cheney Brothers, who had from the first given the use of rooms, etc., offered to defray all expenses of the association, and the name was then changed to South Manchester Free Library. Both library and reading-room have been popular since they became free. Rooms are occupied in a house next to the public school, making a convenient situation for teachers and scholars.

South Norwalk.—On July 6, 1877, thirty citizens of South Norwalk, then a city of less than 5,000 inhabitants, met in the council chamber to consider the advisability of establishing a free reading-room and public library. Some of those present told tales of the failures of former experiments; but the need of such an institution was recognized and a vote taken, "That the sense of the meeting is that a free reading-room would be useful and practicable." It was estimated that one could be started and run for one year for \$1,200 and supported afterwards for \$600 a year. A committee of five persons was appointed to devise a plan and means for executing it. On November 17, 1877, this committee gave its report. They suggested: 1. The formation of a corporation. 2. The raising of a fund to buy a building lot and the erection of a building. 3. The establishment of an income. The report was accepted and on Dec. 8, 1877, articles of incorporation were adopted and officers elected. Jan. 1, 1878, the incorporation was legally effected and the finance committee began its work. During the first year \$1,178 was raised. On Feb. 10, 1879, a circular was distributed at every house in town soliciting contributions of books for a library, and on the following day committees canvassed the town by districts with wagons, collecting the books from house to house. In this way over 500 volumes were obtained. The librarian of the corporation at this time was the Rev. James Taylor, then pastor of the Baptist Church of South Norwalk and now president of Vassar College. The W. C. T. U. kept open a small reading and coffee room, and the books were temporarily placed on their shelves with the privilege of using them for their visitors. In March, 1879, a building lot was purchased on one of the principal business streets for \$1,200. A committee was appointed, however, to ascertain the cost of building and the probable income which might be derived from the tenants, etc. In March, 1885, the W. C. T. U. coffee rooms were closed and the books belonging to the corporation were temporarily stored in the basement of the Baptist Church. At about the same time a committee was empowered to award a contract for a building, and the president authorized to borrow \$5,000 at 6 per cent. interest, giving a mortgage on the property as security. In order to add to the income of the corporation it was decided to erect a business block with three stories; the cost of the building was \$7,643.15. A rear room was fitted up for a library and reading-room at a cost of \$180. The library

was formally opened Sept. 30, 1885, by a public gathering with speeches and music. At this time about 600 books were in the library, and the reading-room was supplied with three New York dailies, twelve monthlies and twenty-one weeklies at a cost of \$80.90 for the year. In January, 1886, \$200 was appropriated for new books and \$200 worth of valuable books were given by the Mutual Improvement Society, also 150 volumes by the Misses Dawson. The first catalogue was printed June, 1886, containing 1,000 titles. In February, 1887, the corporation received a gift of \$550 from the Gander Club. In March, 1889, after getting estimates for fitting up the whole floor in a simple and serviceable manner for the library and reading-room, the corporation voted to expend \$600 for the purpose. The new arrangement of the rooms was accomplished in September, 1889. The next thing to be done was the discharging of the library debt. For this purpose the trustees decided on giving a subscription concert by friends in town Dec. 11, 1889. The net proceed of the entertainment, with \$110 in subscriptions, made at this time, amounted to \$288. In April, 1890, the estimated value of the library property was \$12,000. Another gift made at this time was from the Mutual Improvement Society of valuable books to the amount of \$200. In May of the same year (1890), a committee was appointed to confer with the city council as to making the property over to the city. In August, 1890, the voters of the city at a meeting duly called for this purpose accepted the proposition to assume the support of the library, and the board of trustees was authorized to make over the property to the city of South Norwalk. In December, 1890, the new arrangement was completed, and since that time the library has been free to every resident of the city over 12 years of age. Within a month after the change took place the use of the library almost quadrupled, and in June, 1893, the annual report showed about 1,000 cards in use and the loan of 16,000 books in the year with 28,000 visitors to the room. The books at this time numbered about 2,300. The hours of the library were from 9.30 A. M. to 9.30 P. M., with two intermissions during the day. No printed catalogues have been issued since 1887. Finding lists are type-written of new books, and also of consolidated lists of fiction, lists of juveniles and of a subject catalogue of other classes of books. Special lists of books are often procured by the librarian for students in a given subject. It is to be hoped that the usefulness of the public library will be recognized more and more by the community, and that some generous citizen may give it a building as a memorial or endow the library with a fund sufficient to enable the directors to supply what a city of 6,000 to 7,000 inhabitants needs in library facilities; our statistics prove that our citizens would make good use of a better-equipped library if they had one.

Stafford. — The public library of Stafford may be said to have had its birth in the circulating library started in 1874. Twenty-five persons purchased about fifty books; the books were distributed, two volumes to a member, to be passed around at the end of each succeeding second week. In March, 1875, a few of the members of the circulating library

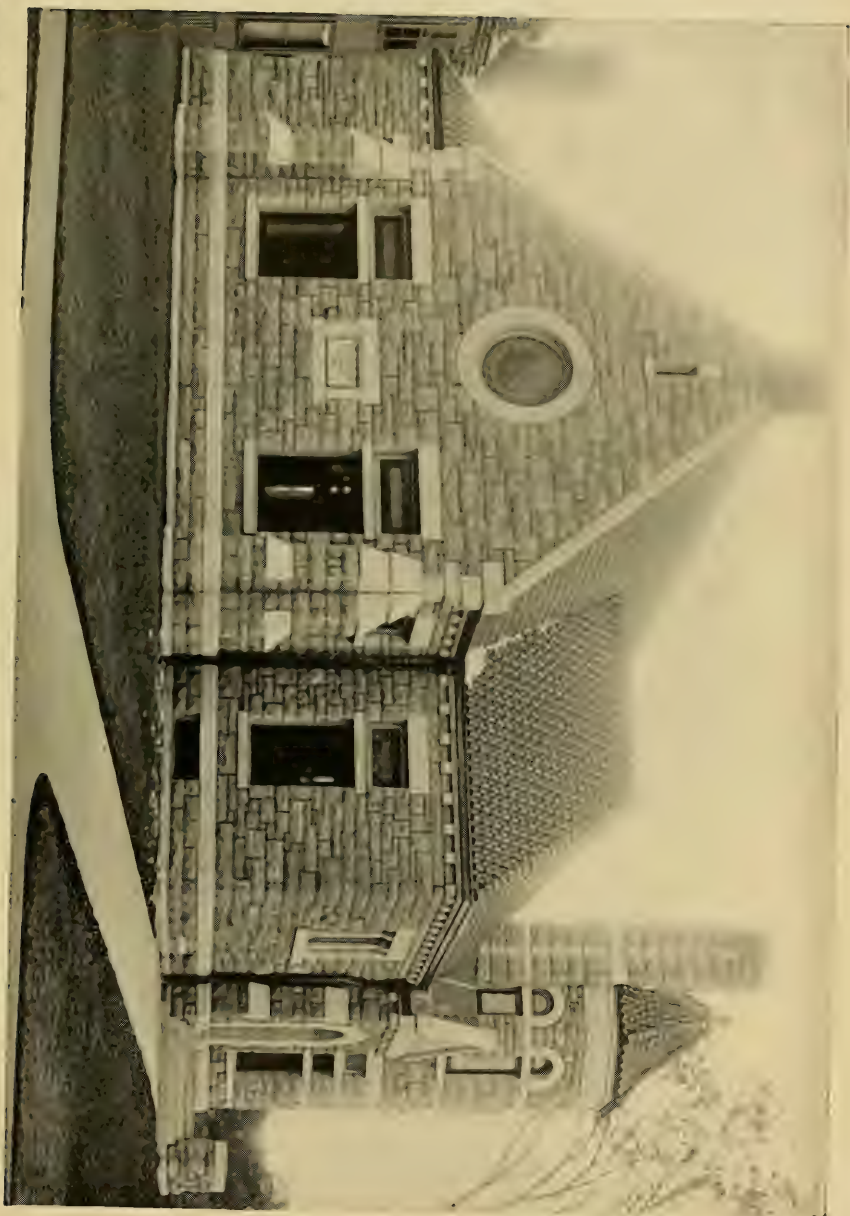
decided to broaden its usefulness and interest the general public in the "reading habit." A public meeting was called and held at the M. E. Church, and a reading-room and library association formed. Alvarado Howard was chosen president, Rev. C. C. Painter, vice-president, William R. Small, secretary and treasurer. Rooms were secured, books, pamphlets, and pledge solicited. Returns were so small and interest in the reading-room so slight it was decided to save rent charges and concentrate all energy upon the library proper. The members of the circulating library made a free gift of their books to the new association, and many people made contributions of books. The library grew in a small way until December, 1875, when a library fair of five days' continuance was held, and about \$500 added to the association treasury. With this sum in hand, a large addition was made to the library, and it became a permanent fixture. On the 25th of September, 1876, the association having in charge the library was merged into "The Stafford Library Association," organized under the laws of the State of Connecticut. The membership fees with the labors of "The Girls' Library Club" (an auxiliary body organized by young ladies interested in maintaining the library and furnishing librarians), have so far sustained the library. Under the provisions of the will of the late Arba Hyde of Boston, Mass. (formerly of Stafford), upon the death of Mr. Hyde's sister, the Library Association will receive a fund for erecting a good, substantial library building.

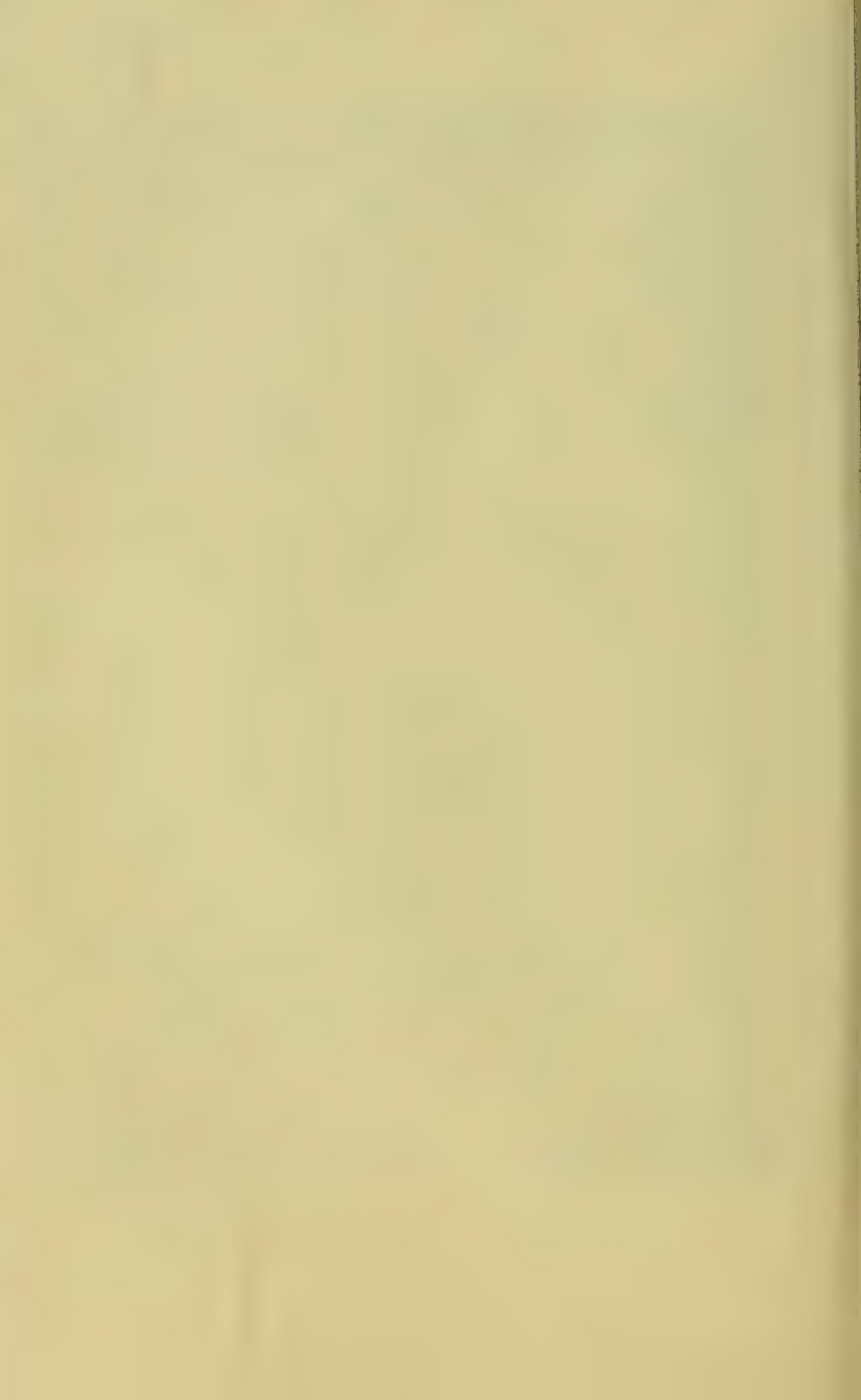
Stamford.—The Ferguson Library is named after Hon. John Day Ferguson, who was at one time probate judge, and for many years the leading member of the Board of School Visitors. Mr. Ferguson was widely known and highly honored for his devotion to education, and at his death (December 9, 1877) he left by will the sum of \$10,000 to found a public library. The gift was conditioned on the raising of \$25,000 more, and this was promptly contributed by the subscriptions of many citizens. The act incorporating the library was approved March 12, 1880, and the trustees named in this act immediately organized. The library was opened to the public in November, 1881, in temporary quarters, which were used until the summer of 1889, when the property now occupied was purchased and fitted for more permanent use. The present building, however, is neither large enough for much growth nor suitable in style or accommodations, and the trustees look forward to the erection of a new building when funds shall be provided. Several gifts have been made to the library since its foundation, notably the bequest of Mrs. C. E. Richardson, who, at her death in 1884, left to the library real estate valued at \$22,000. The last annual report of the treasurer (1892) estimated the entire property of the institution at \$82,746. Of this sum \$24,000 is invested in the land and building occupied by the library, and about \$11,000 in books, etc. The Ferguson Library attempts to cover, however inadequately, all fields of literature in the English language except theology and technical scientific works. It maintains a large reading-room, with about a hundred periodicals, open to all comers; and the books of the library are free to all for use in the reading-room.

The privilege of taking books away is obtained by tickets, which cost \$1.50 per annum. But free tickets are given to all the teachers in the schools of the town, with special privileges intended to aid them both in study and in teaching. It has been the policy of the trustees to advance only so fast as was consistent with a sound financial condition, and, with this limitation, they propose constantly to enlarge their field. The number of books has doubled since the library was opened, and the collection has been pronounced by experts unusually free from worthless matter. Especially it is the aim to follow the example of the founder by making the library an educational institution, both in the quality and scope of its material and in the facilities offered to teachers and to special students.

Stratford.—On the beautiful, elm-lined Main street, near the cemetery “sett off” in 1670, and not far from the Congregational church, the fifth edifice since the organization, there stands the Stratford Library, the gift to his native town of Birdseye Blakeman. The walls of the building are of marble from St. Lawrence county, New York, laid in rough ashlar, with worked trimmings of the same stone, portions also being richly carved. The interior arrangement is particularly satisfactory. At the right of the entrance is the librarian’s room, from which a view of the whole building can be easily obtained. On first entering one comes to the librarian’s desk, back of which is the stack-room, capable of holding 40,000 books, and practically fireproof. The rest of the room is undivided by any partitions, except as the two wings are separated by magnificent polished pillars of the St. Lawrence county marble, giving something of seclusion for quiet study and excellent architectural effect. The interior is finished in white quartered oak, and furnished with three fine fireplaces. The room will contain all that goes to make up a thoroughly furnished library.

Talcottville.—The Talcott Library building was erected in 1882 by the firm of Talcott Bros. The structure consists for the most part of two rectangular rooms, connected by a central clock tower. The north is used for the library, and the south is designed for a museum and art room. The patronage of the library shows a good degree of appreciation on the part of those for whom it was established. We quote from W. R. Bagnalls’ “History of the Cotton and Woolen Industry in the United States”: “To provide for mental recreation and improvement, and as a means of education and refinement, Charles D. Talcott, shortly before his death, projected a library for the use of the operatives and residents of the village. A building of brick, of ornate, yet tasteful, external design, and, in its internal arrangements and rooms, admirably adapted to its purpose, was erected in accordance with plans approved by Mr. Talcott. The construction and furnishing of the library were not completed at the time of his death, but his plans were at once and fully carried out; an excellent selection of books were procured and has been kept up till the present time, adequate in number to supply at all times the demand, and while, without exception, of an unobjectionable character, and of a healthful moral tone, yet adapted to the varied





tastes and needs of those who might avail themselves of its privilege. The library has been kept always in charge of a competent person, with such regulations as have been deemed necessary for the preservation of the books and the convenience of those who should use them."

Terryville. — The library was first started in 1842 under the name of the Terryville Lyceum Library by an association of fifty citizens who contributed \$3 apiece as a fund for purchasing books. They framed a constitution and by-laws suitable for such an organization, voting to tax each member 50 cents a year for its support. One of their original ideas was to arrange for occasional lectures for the public benefit, but this plan was given up some years ago. The books were kept in private houses until a public hall was built, where room has been reserved for them ever since. Originally the library was simply open to shareholders, but for several years past it has been open to anyone in town upon payment of \$1 a year. Patronage has never been large, but has greatly increased in the last two or three years, especially by the young people.

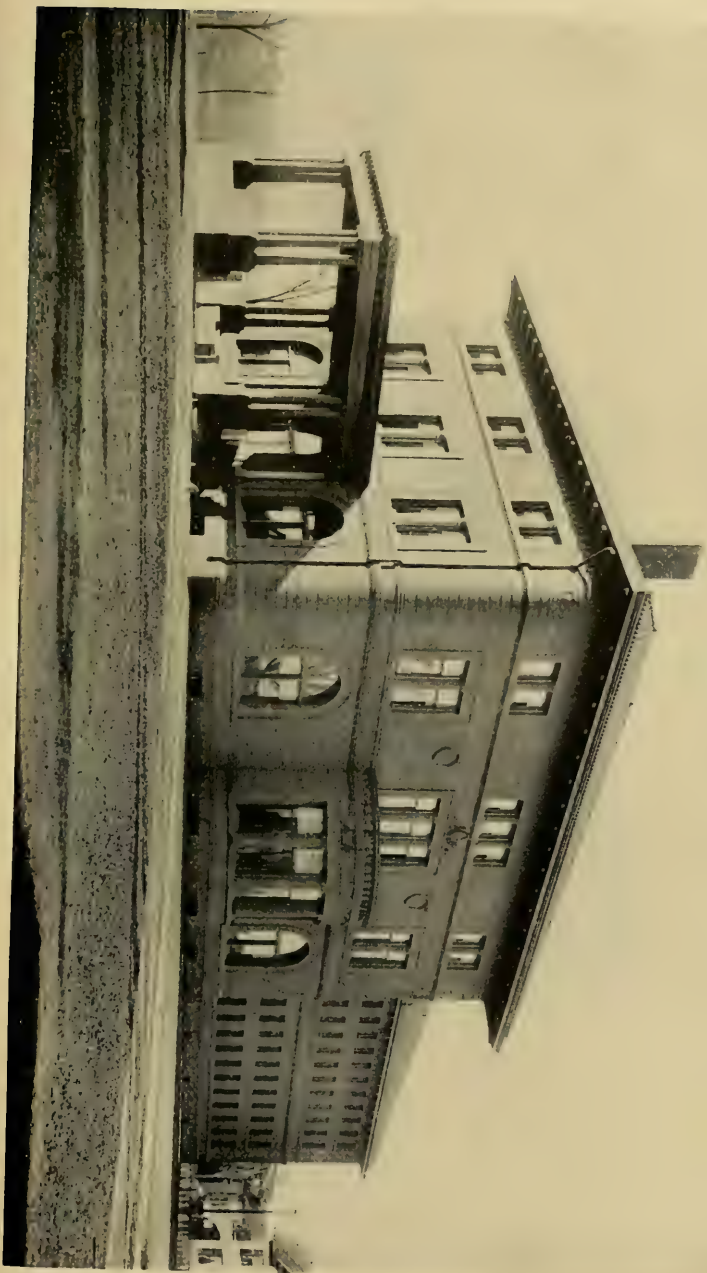
Torrington. — A little over thirty years ago the people of Torrington [then Wolcottville] were agitating the subject of providing some place of amusement and instruction for its citizens. The young men felt the need of some place where they could meet socially. It was proposed that a reading-room be opened, with an adjoining one for conversation and such literary entertainments as might be arranged from time to time. A company of ladies, who were in the habit of meeting together to read and discuss the current literature of the times, were anxious that an attempt should be made to start a circulating library, and offered towards it the books they had collected during their readings. About this time the Rev. Mr. Adamson became very much interested in the subject, and urged the people to call a meeting to consider the question of providing a public library and reading-room for the benefit of the citizens of the place. The meeting was held in the Methodist Church on the 10th of October, 1864. The idea was favorably received, and a committee appointed to present a plan of organization. Canvassers were sent to solicit subscriptions from the citizens and manufacturing establishments. They were successful in their work, and in 1865 the library and reading-room were opened to the public. Mr. Adamson was appointed to select the books, and to have general charge of the library and reading-room. Rooms were rented in the Granite block, and the library remained in this building for the first fifteen years of its existence. The room used for the library was small and inconvenient, and, in 1880, a more suitable place was secured. The library was then moved to its present quarters. When the library was first started a membership fee of \$2 per year was charged. In 1881 Mr. Lauren Wetmore offered to give the use of the room to the association if they would reduce the membership fee to \$1 per year. In order to secure a larger number of readers, in 1884 the membership fee was again reduced to 50 cents per year, at which price it now remains. The library has never been self-supporting, and the association has had to depend largely upon the generosity of the people for the money necessary to meet its

expenses. As the income has never been large, the number of books has increased slowly. At the present time the library contains 4,000 volumes, and has an annual circulation of 15,000 volumes. Probably no one person in Torrington has been so deeply interested in the welfare of the library as Mr. Lauren Wetmore. He has been one of the board of officers much of the time since it first started, and has given largely towards its support. In 1888 he expressed a desire that the library association should take charge of the building occupied by the library, to receive whatever income should accrue from the rental of the three tenements after paying the necessary expenses of taxes, etc. He also stated that he had made provision for the transfer of the property to the association after his death [and that of his wife, if she should outlive him], with some other provision for its welfare. Since his death his wife has continued the use of the building to the association, and has also given generously toward the support of the library. Mr. Elisha Turner has been president of the association for the past ten years, and has shown his great interest by giving a large number of books to the library, besides assisting in many ways financially.

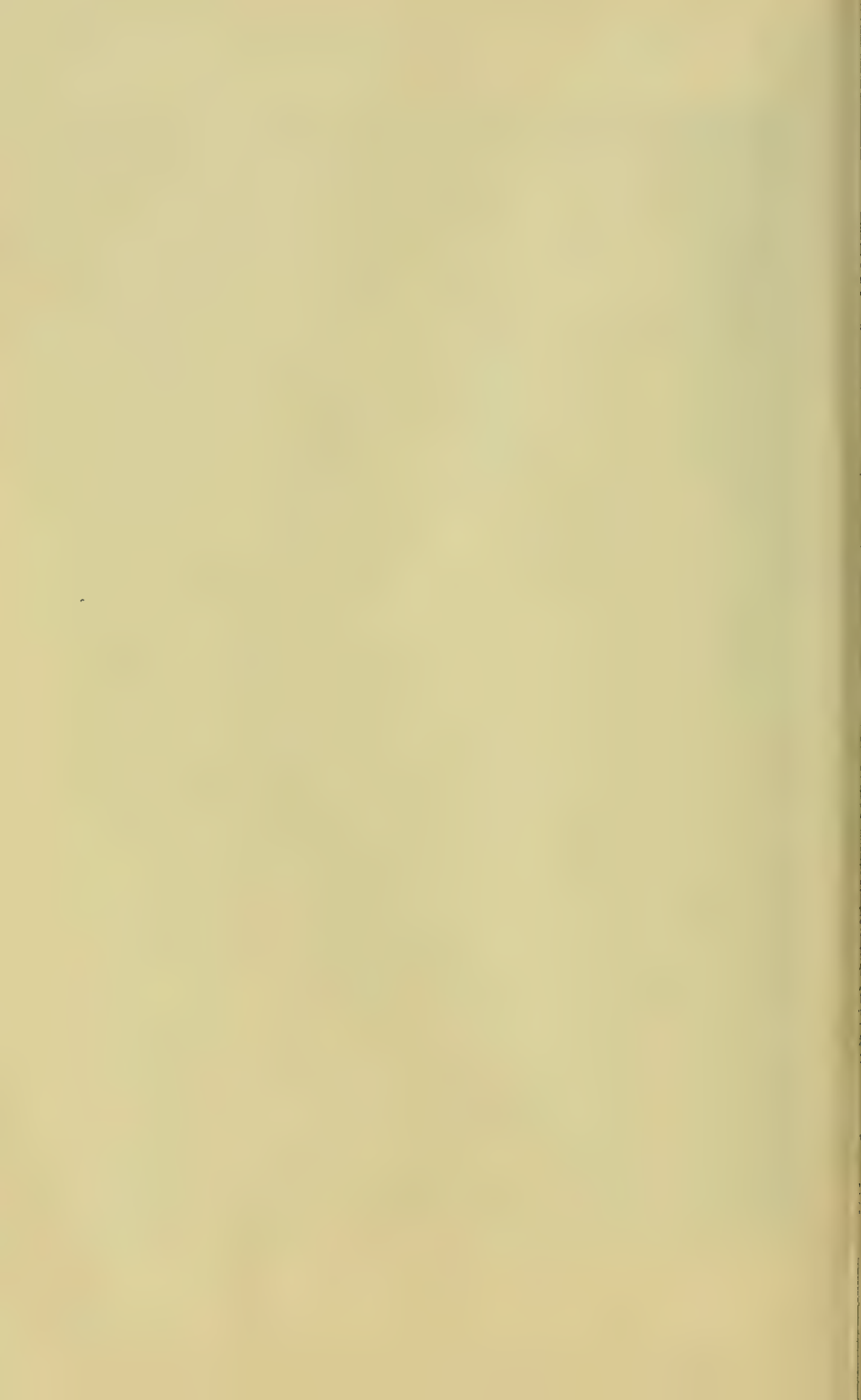
Thomaston.—The founder of the library at Thomaston was Mrs. Seth Thomas, whose maiden name was Laura Andrews, and for her the library is named. In the first year 500 new books were added, and a few years later 250 more. There have been no additions since. The library is now in a pleasant room, and is patronized by mechanics, teachers, children, and students.

Wallingford.—Some ten or twelve years ago some of the ladies of the town formed an association which was soon afterwards chartered under the name of the "Ladies Library and Reading-Room Association." Through the liberality of our benevolent fellow-townsmen, Hon. Samuel Simpson, ample rooms for its accommodation have been freely furnished, and by means of income from sundry sources gradual additions have been made to the library and the reading-room supplied with papers and periodicals. The reading-room is free to all and full access to the library is obtained by the payment of one dollar per year. By an arrangement made with the Central School District certain privileges are granted to its pupils free of cost. The library at present contains about three thousand volumes. The names of the officers of the association referred to are Mrs. B. F. Harrison, president, and Mrs. C. A. Harrison, vice-president.

Waterbury.—The late Silas Bronson, founder of the Bronson Library, was born in Waterbury, West Farms (now Middlebury), February 15, 1788, and died in New York city, November 25, 1867. By his will he left two hundred thousand dollars to the city of Waterbury, to found and support a free public library. Of this sum the city received one hundred and eighty-eight thousand, a succession tax of twelve thousand dollars having been paid to the United States government. By special charter the care of the bequest is entrusted to a board of agents chosen by the electors of the city. As soon as practicable after the gift was received, a free library and reading-room were opened. The opening was



SILAS BRONSON LIBRARY, WATERBURY.



on the first day of April, 1870, with about ten thousand volumes. These books have been carefully selected and catalogued by Dr. W. F. Poole, and W. I. Fletcher, now librarian of Amherst College Library. The present number of volumes in the library is over fifty thousand including duplicates. While it is known as a free circulating library it also contains a relatively large collection of valuable reference books. The use of these is, of course, restricted to the library building, but is free, under necessary rules, to all who wish to consult them. Works illustrating the useful arts, the fine arts, and natural history form a large part of the reference department. Special effort is made to make the library useful to the schools. Teachers are allowed extra privileges and provision is being made in the new library building for school class work. Books relating to the teacher's work or the pupils' studies are purchased without delay. The circulation of books for use in the family is hardly more than it was twenty years ago when the town had only half its present population. The reason for this seems to be the immense amount of cheap literature, cheap in price but often of best quality, and the thousands of papers and magazines that their publishers find purchasers for; these fill the place that the free library was intended to fill and for a long time did fill. The character of free libraries is rapidly changing and the managers and librarians of these institutions who are in touch with the times are fitting them to become a grand and powerful adjunct in the work of education. Go into the school-rooms of any town in which there is a good free library and where the teachers are not veritable Rip Van Winkles and listen to the recitations of pupils of all grades, and you will find that not a little of the knowledge they possess comes directly from the library. This is the direction in which the public library is doing, even now, the most good, and the best educators already find it indispensable.

Washington. — The present organization is but a few years old. Its predecessor was an incorporated institution, receiving its right to exist from the legislature about 1850. The idea of a library was first broached in a Ladies' Sewing Society, which possessed a small fund. Leading citizens soon became interested, and the library was incorporated. Money for buying new books was raised by membership fees and rental of books already in the library. The books did not circulate in the usual way, that is, by opening the library every day or two for the drawing of books, but the first Thursday night of every month was called "library night." Then the members assembled at the library room in the old Academy; the titles of all the books and magazines were read aloud, and in this way the books were auctioned off to the highest bidder, to become his property until the next meeting. About fifteen years ago, the present association was formed. The old association still owns the books, but otherwise has hardly more than a nominal existence. According to the constitution of the present library association, the payment of three dollars constitutes life membership. Payment of one dollar gives privilege of drawing books simply, and makes one a subscriber. Only life members can vote at meetings, and even they must

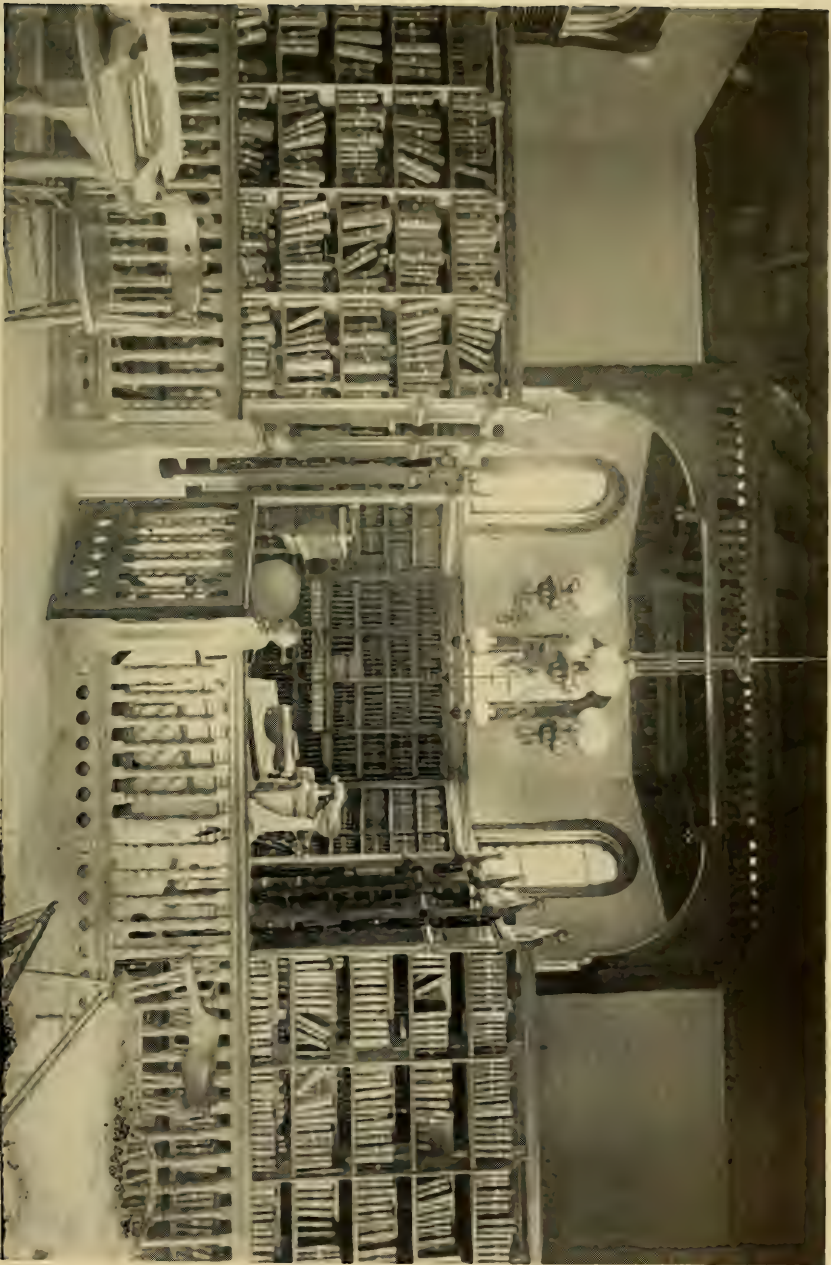
pay an annual due of one dollar for privilege of drawing books. A charge also is made of two cents a week per volume on all books that circulate. The members of the old library can still draw their own books without fee, but for other privileges are on the same footing as others. The association is officered by a president, secretary-treasurer, executive committee, and book committee. The executive committee appropriate all money and regulate the business of the institution. The book committee decide on the purchase of all books and periodicals. Money is raised by the fees and also by gifts, from proceeds of entertainments, etc. About a hundred books are added annually. The reading-room with its privileges is free to the public. Some of the best monthlies and weeklies are here kept on file. The library also maintains a branch reading-room at Washington Depot.

Watertown. — In the winter of 1865, Rev. Dr. Lewis, Rector of Christ Church, Watertown, called a meeting of those interested in the welfare of the town, to consider the practicability of starting a public library. Several attempts of the kind had been made, in years gone by, and proved short-lived. Judging by the past, some thought it useless to try again. But subscriptions were solicited and when the amount reached about five hundred dollars, books were purchased and some donations of books added. In May, 1865, a room was hired and the library opened with 500 volumes and a few magazines. The membership fee was set as low as possible, one dollar a year. This fee with the proceeds of an occasional lecture or concert, were all our means of support. After ten years' time and steadily gaining ground, Dr. John De Forest, a resident of our town, seeing that the library was bound to succeed, gave as a New Year's gift \$5,000, only the interest to be used in purchasing books. The gift was timely, freeing the library from the uncertain support of fairs and the like. This wakened anew the interest of our people. The library was open now two days in the week. In January, 1879, the legislature of Connecticut passed the Act incorporating the Watertown Library Association, making secure our possessions. The library has never been controlled by the town. In 1883 Mr. Benjamin De Forest gave \$15,000 for a library building, but he did not live to see it erected. In June, 1884, a fine Quincy granite, fire-proof building was ready for use. The first of June the books, numbering 3,056 volumes, were placed on the shelves, with space for 10,000 volumes. The many improvements in library work led the library committee, the Rev. James Stoddard, chairman, to adopt a modified classification of the Dewey system, which continues to be acceptably used. In 1884, Dr. J. De Forest gave another \$5,000. In 1886 he died leaving a bequest of \$10,000 to the library. So the fund of \$20,000 and the building are enduring memorials of the De Forest brothers. In April, 1892, at the annual meeting it was voted to make the library free to all residents of the town. This action doubled the number of readers. The interest is increasing and teachers and pupils are making the library very useful in their works.

West Hartford. — The oldest general free library in this immediate vicinity is that at West Hartford, which has recently completed its



WATERTOWN LIBRARY.



WATERTOWN LIBRARY.

eighth year. It is in a room built for the purpose, joining the Congregational Church. The people of the town owe the institution largely to Mr. James Talcott of New York, a native of West Hartford, who, when the church was built, gave liberally to provide a room, and who has since given often, so that the books have been largely provided in this way. The library has received other generous gifts of books, and applies the income of a fund of two hundred dollars left by Mrs. Roxanna Brace, to the same purpose. It is managed by a committee of seven, appointed at the annual church meeting, who select the books and control affairs generally. The intention is to keep the standard of books unusually high. The volumes now number 1,722, and these go into almost every part of the town, books being charged last year to 380 names. The readers include all ages, from the children in the schools to those old and infirm. Teachers find the library helpful in their work, and its general educative influence cannot be questioned. Over twelve volumes, including magazines, have been drawn on an average every day that the library has been open the past eight years. While the gain in use has been small the use has been steady. In connection with the library a reading table is furnished, where such periodicals as "Wide Awake" or "Harper's Young People" appeal to the children, the "Century" or "Scientific American" to those older. For 1891 about fifteen papers and magazines are provided. The running expenses have so far been met almost wholly by the people of West Hartford. The Ecclesiastical Society has furnished light and some heat. The money for other running expenses has been raised in many ways,—by church contributions, individual gifts, entertainments, the bazar, book fines, subscription paper, etc. While help has been gladly received from those able and willing to give, in order that the library may be of the greatest good, the idea has been to urge its entirely free use on all residents of the town, and it is to be hoped that a better way of raising funds will be found than by personal appeal. The present needs of the library are a good printed catalogue to make it more immediately useful, and a permanent fund to extend and insure its usefulness to all time.

Westport.—In the autumn of 1885 the Westport Division, No. 29, Sons of Temperance, made an offer to the citizens of Westport of the use of rooms for a free reading room and library. January 25, 1886, sixteen persons banded together under the name of "Westport Reading Room and Library Association." February 4th, rules and regulations were adopted. February 11th, officers were elected. March 4th, the membership now numbers 54. October 7th, moved into our own hired room. November 30, 1893, we are an "incorporate body" and own 1,200 bound books.

West Winsted.—Beardsley Library, West Winsted, was founded by Mrs. Delia Rockwell Beardsley as a memorial of her late husband, Elliot Beardsley, and opened to the public September 15, 1874. Half of her gift of \$10,000 was expended in purchasing the three thousand volumes with which the library began its existence, and the remaining \$5,000 was

invested, the income derived from it to be used in replenishing the library. In 1890 \$1,000 was bequeathed to it by Miss Martha E. Beardsley. The number of volumes has reached seven thousand. Fifteen of the best American periodicals are upon the reading tables. There is no special department, but it is aimed to furnish a fair proportion of books upon such subjects as are demanded by an intelligent and progressive community. Encyclopædias, magazines, and Poole's Indexes form a valuable and useful feature of the institution. Reading clubs flourish, and the public school located nearest to it is making the books from its shelves supplementary to the studies of the pupils. The library does not own a home, but occupies rented rooms on the second floor of a four-story brick building. The current expenses are met by the sale of tickets of membership, and subscriptions by friends when those — as is usually the case — prove insufficient.

Wethersfield. — Early in the year 1783 a number of prominent gentlemen in this town formed themselves into an association to which they gave the name of "The Union Library Society" of Wethersfield. A constitution was framed, adopted, and printed. Several copies are still in existence, to each of which is appended a catalogue of the books in the library when it was opened to the shareholders. There were over four hundred volumes selected from the best works of the day on a variety of subjects (religious being the most prominent), with scarcely a novel among them. It was not long before circulation ceased, and in 1850 the books were sold at public auction. A new and more earnest movement was started in 1866. A constitution was framed, based on that of the Young Men's Institute of Hartford, and the organization was called "The Wethersfield Society Library." The annual membership fee was placed at three dollars for each gentleman and two dollars for a lady. The payment of twenty-five dollars rendered any person a life member. Enough money was raised to make a beginning. A room was procured, papers and magazines purchased, and a reading-room opened the first of April of that year. A few months later an offer was made by Mr. Chauncey Rose of Terre Haute, Indiana, formerly a resident of this town, to give the sum of \$3,000 to the society on condition that it raise \$500 more. This was a powerful stimulus, and by life membership fees, subscriptions, and entertainments, the money needed to make Mr. Rose's offer available was obtained. Thus the little library was started on its career with a principal of \$3,000. A considerable portion of this was expended for books, and a reserve kept for later additions. For ten years it flourished, new books were added from time to time, but annual subscriptions dwindled, and at length the principal was nearly exhausted. Interest in the library had greatly diminished. The library was accordingly closed, and remained so for more than a year, and it is owing in great measure to the young ladies that it was ever re-opened. They were greatly encouraged in their work by a bequest of \$500, which within a few years has been left to the library, and from the interest of this a few books have been added to the library each year. The annual membership fee was gradually reduced from three dollars to

fifty cents, but though the number of subscribers increased, the money derived from this source was barely sufficient to pay the running expenses. The town has now voted an appropriation of two hundred dollars for the establishment of a free library with a small annual appropriation for current expenses. The old society will loan its books to the new library, and, with these as a basis, and with the help furnished by the State, we hope to have a library which will be of greater service to the town and particularly to the schools.

Windsor.—During the winter of 1888, H. E. Sawyer, the principal of the Windsor High School, and Miss M. E. Clapp began to talk up the necessity of and their belief that a circulating library could be started and maintained. About one hundred and fifty subscribers were obtained, the subscription being one dollar per year, and with the money they obtained and the proceeds of an entertainment the books were purchased, and in April the library was opened, with Miss Annie Albee as librarian. The library was opened in a room in the town hall Saturday afternoons and evenings; the town kindly furnished the room with fuel and light. The next year the organization was changed, and a library association of twenty members was formed, who have controlled the library since. The original library committee, Rev. Mr. Harriman, Mrs. R. H. Tuttle, Mrs. W. W. Loomis, and Mr. N. W. Hayden, have and still continue in practical charge. Nearly all the funds have been raised either by the yearly subscriptions or from entertainments. The first success of the library was largely due to the enthusiasm and good judgment of the first librarian, Miss Albee.

Woodbury.—In 1772 a public library for the use of those disposed to avail themselves of its advantages was established in Woodbury. This library association was broken up sometime after 1800, and there was nothing of the kind in the town for some time after. In 1823, another circulating library was established by about forty of the principal inhabitants of the town under the name of the Woodbury Union Library Company. This company also “ran well for a season,” and acquired a respectable number of interesting and useful books. Like other human institutions it had its rise and fall. It held its last meeting in 1836. Its books became scattered among those of its members, who were probably the best readers, and it finally went in darkness. The town depended on the “light of nature,” and the use of private libraries from this date until the organization of the present library in January, 1850. One of the private libraries during this interval contained about 500 volumes. The library company of 1850 was organized on a different principle from either of the others, and thus far has prospered beyond any former experiment. By its rules every book is to be returned to the library on the first Thursday of each month under severe penalty, so that each member may know, that at each succeeding monthly meeting all the books will be in the library. The use of the books at each meeting is then put up at auction and struck off to the highest bidder. A fund is thus created without inconvenience to the members, sufficient, without taxation (which for some reason is always odious), to make a fine

addition of books to the library at each succeeding annual meeting. It has been incorporated as a body politic and corporate under a public statute of this State, enacted for that purpose, and is thus enabled to carry its regulations into effect. Its corporate name is the Woodbury Library Association, and has about 600 volumes of well-selected books on various subjects of interest, civil, ecclesiastical, historical, and miscellaneous. Its influence has been for good, and has induced an increased desire for reading useful books.

Woodstock.—The library was started about fifteen years ago and for four or five years was kept in a private house. It was then transferred to a room in the Academy with the books of that institution, the books being allowed room if the village library would assume the charge of the academy books, both together amounting to only a few hundred volumes. The very moderate fee of 50 cents a year was all that was required. The books have been increased in various ways by purchase and donation until they are outgrowing their present quarters and must soon be transferred elsewhere. The trustees of the academy for several years have donated the proceeds of the rental of the hall in the building to the purchase of books for its library. Both collections of books amount to about 2,200 volumes at present. The library is a great resource to the town and most useful in the school, though not much used by the district schools, which are small and widely scattered, though many of the district-school pupils—perhaps I should say most—come sooner or later into the academy, and books are free to them there.

SOME EARLY LIBRARIES—THEIR CONTENTS, CHARACTER, ETC., by H. F. BASSETT, *Librarian Bronson Library, Waterbury.*

For several years past I have had an agent in the principal junk-shop in Waterbury, in the person of the son of the proprietor, who has selected from the paper stock, such old papers, pamphlets, magazines, and books as we thought worth preserving. Beyond back numbers of various magazines, we have received very little of much value, but considerable that were better saved for a public library than consigned to the paper mill.

Among a lot of old books that were received from this source several years ago, I found an autobiography of Rev. Samuel Hopkins, the noted theologian and founder of the sect of Hopkinsians. Dr. Hopkins was born in Waterbury in 1721, and he states in his life that he never heard from the children and youth, with whom he conversed, a single profane word while he lived there, which was till his fifteenth year. He is known to be the hero of Mrs. H. B. Stowe's novel, *The Minister's Wooing*.

The autobiography was edited by Rev. Stephen West, pastor of the church in Stockbridge, Mass., the same church over which Dr. Hopkins was at one time settled. The book was published by Hudson & Goodwin in Hartford in 1805. It bore on the fly leaf the following: "This book belongs to the library in Salem, founded in 1783. No. 163. Price, 75c." I looked in vain for a clue to the location of "Salem" and at last concluded that it must be Salem, Mass., the early commercial rival of Boston, a town that in early times represented better than any other the characteristics of New England Puritanism, from its austere piety to the rigid intolerance that fined, flogged, and banished Quakers and hung witches. It was quite natural to suppose that, with the culture and mentality which certainly belonged to them, the people of Salem would have books and libraries, but if this well-worn volume belonged to a Salem library how came it to reach a Waterbury junk-shop in its old age? With this conjuncture, idle and useless even if true, the subject was dropped till recalled by the recollection that early in the history of Waterbury that part of it which now forms the town of Naugatuck and which was at first known as Judd's Meadow was, after more than one appeal to the General Assembly, set off from Waterbury as an independent religious society and named Salem.

Mentioning my find to William Ward, a resident of Naugatuck, a gentleman much interested in the history of the Naugatuck Valley, he remembered to have heard that there was once a library in that place, but could tell me nothing more about it. He advised me to write to Mr. A. L. Bennett of Marion, whose ancestors formerly lived in Salem, and who might, he thought, give me information regarding the library.

Mr. Bennett replied promptly to my letter, stating that Salem had once a small village library, that it was broken up many years ago, and that he had in his possession several volumes which once formed a part of it. He added that he would gladly donate the volumes to the Bronson library if we would pay the express charges. The books came in due time, and with them what has proved to be of far greater interest than the books themselves, the record book of the library. It contains the constitution and by-laws of the association, the names of the proprietors, the records of all the business meetings from 1783 to 1830, and a list of all the books, their prices, and in many instances the name of the bookseller of whom they were purchased. The library was kept in the house of the librarian and much of the time at the minister's house, he acting as librarian, and, no doubt, having much to do with the selection of the books. The meetings seem to have been well attended and to have been held with great regularity, showing that more than a temporary interest was felt in the little collection of books.

In the catalogue appeared this title "Life of Samuel Hopkins, No. 163." From September, 1822, to November, 1823, 34 books were added by gift or by purchase. Among the gifts were five volumes presented by "Deacon Spencer and his son Thomas." The prices paid by Deacon Spencer for these books are as follows: Harriet Newell, 35c.; Thomson's Seasons, 40c.; Ward's Letters, 50c.; Dr. Hopkins' Life, 75c. February 29, 1812, a committee was appointed to devise a plan for uniting this library with the Juvenile Library. This may be the only hint on record that a Juvenile Library ever existed in this place. The last meeting recorded in this book was held January 1, 1830.

Partly by gift and partly from the junk-shop collections, we have secured several volumes that formerly belonged to old libraries. Among them are four or five books which belonged to the "Waterbury Library." There were two, and possibly three, libraries of this name here. The last is remembered by persons

now living. The late Lyman Welton presented to the Bronson Library a volume that had once belonged to the "Union Library," an older collection than the last-named library. The late Charles Kingsbury once told me that there was in his boyhood a collection of books for young people called "The Minor's Library." The larger part of the town of Middlebury once formed a part of Waterbury, and I have been told that a library of early date is still in existence there, and quite recently a copy of the "Flowers of History" has fallen into our hands, which belonged to a Middlebury Library. It is No. 63.

Watertown, Thomaston, and Plymouth once formed a part of Waterbury, and as the first and last name were independent religious societies, they probably had libraries of their own, but I have not found time to look up their history.

In the history of Wolcott of Farmingbury, as it was at first called, Rev. Samuel Orcutt, the author, mentions that through the efforts of Rev. Mr. Gillette, a parish library was formed in that place, but adds that he has no further account of it than what is found on the fly leaf of a volume that fell into his hands. This reads, as follows :

"This book belongs to the library in Farmingbury, founded November 5, 1779, No. 50."

In the same volume, however, F. B. Sanborn, who furnished the sketch of the life of A. Bronson Alcott, says that "this library did not contain a hundred volumes and that it had fallen into disuse when Alcott was in his teens." It is again referred to in the same volume in the sketch of Dr. William A. Alcott, a cousin of A. B. Alcott. "He had," says the writer, "access to the parish library after he was fourteen years of age (1812), which library, though not in a flourishing condition, furnished a number of very valuable books and some of them exerted a most marked influence upon his character in after years." Alcott speaks of another library, formed between 1820 and 1830, which was in existence for a short time only. This, I learn, was organized as a "Public Town Library" through the efforts of Dr. W. A. Alcott. It seems to have lasted but a short time after Dr. Alcott left Wolcott in 1829.

One more old Waterbury library remains to be noticed. It belonged to the First Congregational Church Society. I have learned very little of its history, but a single volume which once belonged to it and is now in the Bronson Library is, for several

reasons, worthy of note. It is William Law's *Serious Call to the unconverted*, a book much read in the early part of this century, but now quite out of date, even among serious-minded persons. On the fly leaf is the following: "No. 15." "To be returned in eight weeks from the time of drawing." "Presented to the First Congregational Church in Waterbury by the Hon. Samuel Phillips late Lieutenant-Governor of Massachusetts and designed to be kept in constant circulation, under the direction of the minister or of the deacons in his absence."

Hon. Samuel Phillips was the founder of Phillips Academy at Andover, and the title page of this book shows that it was printed at Andover for the trustees of the Academy. Mr. Phillips died in 1802, and, among other bequests, he left \$5,000 in care of the trustees with instructions that the income should be expended, "a part for the better education of the female teachers of the town of Andover and the rest for publishing and distributing certain good books (named in his will), among poor and pious Christians." It is pleasant to learn from this quotation from his will that the good and generous ex-lieutenant-governor deemed piety an essential element of Christian character. When the First Church in Waterbury ceased to be a recipient of his generosity, I cannot learn, nor can I ascertain the cause of its withdrawal. It is not fair to suppose that it was because that all the poor Christians had ceased to be pious or that all the pious had become wealthy. The language of testamentary documents is not always entirely clear.

The Salem Library had at the last record of its contents (1826) 128 works in 214 volumes, and only 2 are reported to have been added after this date. The cost of the first 124 volumes was \$158.54, or about \$1.28 per volume. Nominally, books were nearly as cheap then as now, but money, it must be remembered, was much dearer. The books are bound in full sheep or calf and the sheep binding is in better condition than the material used now after three years' wear.

We may suppose that the Salem Library was, as regards the character of its contents, a typical one. The books would be thought to be rather heavy to-day and those who read only the lightest fiction would pass them by.

Sermons and biblical literature formed a large part of the collection, as the following titles will show. Of the sermons there were the following:

Watt's, Davie's, Edward's, Trumbull's, Backus's, Strong's, Burder's, Davis's, Jay's, Witherspoon's, Smalley's, Coleman's, Thompson's, McClure's, Chalmer's, Lee's, and the Village Sermons — 17 authors and 21 volumes.

Newton on the Prophecies.

Faber on the Prophecies.

Frazer on the Prophecies.

Smith on the Prophecies.

Lowman on Revelations.

The Millenium.

Faber on the Jews.

Clarke's Ancient Israelites.

Shepard on the Parables.

Vincent on the Judgment.

All these and others show with how much interest the future was studied in those days. One hundred volumes of this small collection would be classed as religious books, sermons, essays, commentaries, sacred history and the lives of persons noted for piety. Fifty-six volumes belonged to profane history — four to fiction, *viz.*, Kenilworth and Tales of My Landlord, each in two volumes. Poetry was limited to Paradise Lost, Cowper, the Seasons, and McFingal. The tastes of the readers led, we must suppose, to the selection of these books. If so, the readers of those days sought for sound doctrine in religion and fact in all other fields of literature. The imagination was looked upon as an evil element in the human mind and one to be restrained as far as possible. Did these people ever think that this same condemned faculty held high revel in their own minds in the large place they gave to the study of the visions of the prophet and their own dreams of the millenium and of a golden city?

We cannot well help asking, What was the effect of these heavy books on the readers? Did the reading aid largely, as some believed, in forming the sturdy characters of a hundred years ago? And does the reading and re-reading of a few thoughtful books till their substance becomes familiar and their meaning well understood do more or less for the reader than the hasty skimming over of a multitude of books, as is the habit of most of our library users of to-day. The cry sometimes raised against public libraries that they furnish some books of questionable moral character and now and then a volume that is utterly

worthless, is well meant and to be heeded, but it has seldom much foundation in fact, and, if it were true, the mischief done by a bad book is overestimated, and this is because so few books are really read, no matter what their character may be. Possibly, you may think me a croaker, but my lamentation is that there is such vast use of books with almost no reading at all. The habit, especially prevalent, but by no means confined to them, of "going through" a book in a few hours might not be very harmful if confined to the class of lightest fiction, but the practice is not limited to this. Such readers, if readers we must call them, read Shakespeare, Milton, and any classic author that can be named as they read the "Jabberwocky" and find in them about the same amount of sense.

This sketch records the existence of two libraries in Salem or Naugatuck, five in Waterbury, one in Middlebury, and two in Wolcott. All these were formed in the last century, or the first quarter of the nineteenth, yet it does not include such as must have existed in Watertown and Plymouth during this period, and it would not be strange if others existed of which no trace will ever be found.

The old libraries! They are broken and their contents scattered and lost. Occasionally a volume comes to us, a bit of drift from the deep sea. These volumes are in every sense things of the past. Their philosophy belongs to forgotten systems, their science is obsolete and its theories are abandoned, even their theological systems rest with philosophy in forgetfulness; indeed, none of these are familiar to any, save the student of history. Their history best resists the tide of change, but even that modern criticism questions closely and hardly spares. Still these old books are precious things, and we love them well. We reverence them for what they once were to living, striving, hungry, and hoping human hearts. How many found in their pages the path from intellectual darkness up to light. To how many have they given the first and only glimpse of the poet's world, full of glory and things unutterable? How many have learned from them of the grandeur of the universe and been taught to see in nature more than the eye beholds? How many have they inspired with hope and moral courage? To how many have they taught self-respect and self-reliance? In a word, whom of those who read their pages did they not lift up to a higher plane of knowledge and a better life? We shall never know the

amount of good done by these little collections of the best books of their time, but when hundreds, if living, would tell us, as the Alcotts have done, of the influence they had in the formation of their characters and when one remembering in his old age when death was very near, the pleasure and the help the little Middlebury Library gave him in his boyhood, signed with a trembling hand the deed that gave to his native town the Silas Bronson Library, we feel that they have not existed in vain.

The following Special Acts relating to libraries were passed at the session of 1893.

Concerning a Free Public Library in the Town of Norwich

That the town of Norwich may appropriate and pay such sum annually, as it may see fit, toward defraying the expenses of maintaining any library within said town, which shall, during the whole of the time for which any appropriation shall be made, be open to the use of the inhabitants of said town without charge.

Incorporating the Berlin Free Library Association

SECTION 1 That F. L. Wilcox, William S. Brandegee, A. North, William Bulkeley, Emily Brandegee, B. K. Field, C. M. Jarvis, H. N. Galpin, and others, all of Berlin, together with all other persons who are members of the association now known as the Berlin Free Library Association, and located in said Berlin, and such other persons as may hereafter be associated with them, and their successors, be, and they are hereby constituted and made a body politic and corporate by the name of the Berlin Free Library Association, under their present constitution and by-laws, with power to repeal, alter, or amend said constitution and by-laws, and make and establish such other constitution, by-laws, rules, and regulations, as they shall deem best for the management of the property and affairs of said corporation, and the same to alter and repeal at pleasure.

SEC. 2 Said corporation may sue and be sued, and may receive, purchase, hold, and dispose of at its pleasure, real and personal property, to an amount not exceeding twenty-five thousand dollars in value at any one time, and the same shall be exempt and free from taxation so long as the same shall be used for the purposes of said library.

SEC. 3 Said corporation shall have power and authority to receive, hold, and manage the property aforesaid, and any other property which may from time to time be added thereto, for the purpose of keeping and maintaining a free public library and reading-room, and a collection of works of art, or articles, memorials, and relics of historic or scientific interest, or any kindred objects for the use of the inhabitants of the town of Berlin forever.

SEC. 4 The first meeting of said corporation shall be held at the call of any three of the above-named corporators, by written notice, signed by them, stating the time and place of meeting, addressed to each of the corporators personally named herein, and deposited in the post-office in said Berlin, at least five days before the day of said meeting, unless such notice shall be waived in writing by such corporators.

SEC. 5 This charter shall take effect when accepted by a majority of said corporators present at said meeting, or any other meeting specially called for that pur-

pose, and notice of such acceptance shall be given by said corporation, causing a certificate to that effect, signed by its president and secretary, to be filed in the office of the Secretary of the State.

Approved, March 10, 1893.

Amending the Charter of the Wadsworth Athenæum

That the Mayor of the city of Hartford shall, *ex officio*, be a member of the board of trustees of the Wadsworth Athenæum in addition to the number already provided by law.

Incorporating the Aldrich Free Public Library Association

SECTION 1 That Edwin Milner, Julius S. Bowes, Thomas Brown, Albert Sprague, Floyd Cranska, Charles Bragg, John H. Milner, Patrick Finley, and James Farley, all of Moosup, and others who are, or may hereafter be associated with them, and their successors, are hereby created and constituted a body politic and corporate, by the name of the Aldrich Free Library Association, to be located in the village of Moosup, town of Plainfield.

SEC. 2 The purpose of this association is to establish and maintain a free public library for the use of the inhabitants of Moosup and its vicinity, for the promotion and dissemination of useful knowledge, and for carrying out such other kindred objects for the public welfare and information as may be deemed of public benefit by said association.

SEC. 3 The affairs of the said association shall be managed by a board of not less than five nor more than nine directors, who shall appoint one of their number president; and said directors shall be elected in the manner prescribed by the by-laws of the association.

SEC. 4 The said association may hold both real estate and personal property for the purposes of its creation, and the same shall be free from taxation.

Approved, March 23, 1893.

Incorporating the James Blackstone Memorial Library Association

SECTION 1 That T. F. Hammer, Edward F. Jones, C. W. Gaylord, Edmund Zacher, William Reagan, Henry Hubbard, and their successors, as hereinafter provided, be, and they hereby are constituted a body politic and corporate by the name of the James Blackstone Memorial Library Association, to be located in the town of Branford, and by that name shall have perpetual succession, and may sue and be sued in all courts and places whatsoever; may have and use a common seal, and alter the same at pleasure; and may take, receive, and hold, either by purchase, gift, or devise, or otherwise, any estate, real or personal, which may be used, or the income from which shall be used for the purposes for which said corporation is established; and it may invest, use, appropriate, convey, and dispose of the same at pleasure, for the purposes hereinafter set forth; *provided, however*, that it shall not have power to sell, convey, mortgage, or dispose of any real estate, or the buildings thereon, which may be conveyed to it for the purposes of a library, reading-room or lecture hall; and *provided further*, that all real estate held by said corporation shall be subject to any conditions or provisions contained in the deeds or instruments conveying such estate to said corporation.

SEC. 2 The librarian of Yale University shall, *ex officio*, be a member of said corporation. If the person holding the office of librarian of Yale University shall at any time decline to act, the other members of the corporation may appoint the person who may at such time be assistant librarian of Yale University to act with them, until such time as the person holding the office of librarian shall consent to serve.

SEC. 3 The purposes for which said corporation is created, are to establish and maintain a public library and reading-room, and in its discretion a lecture hall, gymnasium, and rooms for purposes of science and art, in the town of Branford.

SEC. 4 Said corporation shall have power to make and adopt such by-laws and regulations, as, in its judgment, may be necessary for electing its officers and defining their duties, and for the management, safe-keeping, and protection of its property and funds, and from time to time to alter or repeal such by-laws, rules, and regulations, and to adopt others in their place. Said corporation may appoint and employ from time to time such agents and employes as its officers may deem necessary for the efficient administration and conduct of the library and other affairs of the corporation. The provisions of any will, deed, or other instrument by which endowment is given to said association and accepted by the same, shall, as to such endowment, be a part of this act of incorporation. The managers of said association shall not have power to invest any of its property or funds, except in accordance with the provisions of any instrument of endowment, or in accordance with the general laws of the State of Connecticut controlling investments by savings banks, but may accept donations, and in their discretion hold the same in the form in which they are given, for the purposes for which said corporation is created. It shall be the duty of said corporation, by its proper officers, to render in the month of January in each year, to the Governor of the State of Connecticut, an account of the income and expenditures of said corporation, for the year ending on the 31st of December preceding, together with an inventory of the assets and investments of the same in detail, and in the event that such an account shall not be so rendered, the state attorney for the county of New Haven shall have power, in the name of the State of Connecticut, to compel the officers of said corporation to file such account with the governor. None of the members of said corporation shall, as such members or officers of the same, be entitled to receive any compensation for services rendered for said corporation, or on account of the purposes of the same, but they may be allowed reasonable charges for expenses incurred by them in the performance of their duties.

SEC. 5 All the real and personal estate which may be held and used, or the income from which shall be used by said corporation for one or more of the purposes for which it is established, as defined in section three of this resolution, shall be free from taxation.

SEC. 6 Upon the death, resignation, or declination of any one of the persons named in the first section of this act, or any of their successors, the remaining members of the corporation shall select and appoint a suitable person, who shall be a resident of the town of Branford, to fill the vacancy caused by such death, resignation, or declination.

Approved, March 23, 1893.

Incorporating the Rockville Public Library

SECTION 1 That Francis T. Maxwell, William Maxwell, George Sykes, William H. Prescott, Charles Phelps, A. Park Hammond, James Dingwell, J. J. Regan, and Joseph C. Hammond, together with two other persons, to be appointed by the selectmen of the town of Vernon, by writing signed by them, or a majority of them, and two other persons to be appointed by vote of the common council of the city of Rockville, together with their successors, be, and they are hereby, constituted a body politic and corporate by the name of the Rockville Public Library, to be located in said city, and by that name shall have perpetual succession, and be capable in law to accept and receive the legacy of the late George Maxwell of Rockville, and all other gifts, transfers, and bequests of money or other property, and to purchase, receive, and hold, and convey, all kinds of property real and personal, necessary and convenient for the purpose of establishing and maintaining a public library in said city, and if deemed best a reading-room in connection therewith, and with power to contract and be contracted with, and to sue and be sued, defend and be defended in all courts, and may have a common seal, and alter the same at pleasure; with power also to choose a president, vice-president, secretary, treasurer, librarian, and such other officers and agents as may be deemed necessary, and to make all necessary rules, regulations, and by-laws for the government

of the corporation, and the care and preservation of its property, and the establishment and maintenance of a public library, and if deemed best, a reading-room connected therewith.

SEC. 2 A majority of the corporate members shall constitute a quorum for the transaction of the business of the corporation, and in case of vacancy in the corporate membership occasioned by death, resignation, removal from the town of Vernon, or incapacity to perform the duties, a majority of the remaining members shall by vote fill the vacancy.

SEC. 3 The property and estate of said corporation of every nature, and the income derived therefrom, held for the purposes of establishing and supporting a public library and reading-room, shall be exempt from all taxation.

SEC. 4 The library shall be located in the city of Rockville, but shall be for the benefit of all residents of the town of Vernon, and also for the residents of the town of Ellington, at the discretion of the incorporators, as well as for the residents of said city, under such rules and regulations as may be prescribed by the incorporators.

SEC. 5 Any two of said corporators may call the first meeting of said corporation at such place in the city of Rockville as they shall appoint, upon leaving with each corporator, or at his usual place of abode, a written notice signed by them specifying the time, place, and object of the meeting, which notice shall be given at least five days inclusive before the day of meeting.

Approved, April 19, 1893.

Incorporating the Westport Reading-Room and Library Association

SECTION 1 That Oscar I. Jones, Joseph G. Hyatt, John S. Jones, William Edgar Nash, James S. Richards, David A. Salmon, Charles H. Taylor, Jabez Backus, Frances A. Gray, and Mary A. Wilkins, and all such other persons as may from time to time be associated with them, together with their successors, be and they are hereby constituted a body corporate and politic by the name of the Westport Reading-Room and Library Association, and by that name shall have perpetual succession, and be capable in law to purchase, receive, hold, and convey all kinds of property, the annual income from which shall not exceed the sum of three thousand dollars; to sue and be sued, defend and be defended in all courts whatsoever; may have a common seal, and may alter and change the same at pleasure; may elect a president and such other officers and agents as they may find necessary and convenient to carry into effect such by-laws and regulations as they may deem necessary to promote and secure the object of the corporation.

SEC. 2 The annual meeting of said corporation shall be held during the month of January, and the officers elected at the last annual meeting of the society known as the Westport Reading-Room and Library Association, shall be the officers of the said corporation until its next annual meeting.

Approved, March 24, 1893.

Incorporating the Brooklyn Town Library Association

SECTION 1 That Thomas S. Marlor, J. Sprague Bard, Samuel F. Jarvis, and Edwin Bennett, all of the town of Brooklyn, together with all persons who shall be members of the voluntary association known as the Brooklyn Town Library Association, on the day when this charter shall take effect, as hereinafter provided for, be, and they hereby are, constituted and made a body politic and corporate by and under the name of the Brooklyn Town Library Association, and under their present constitution and by-laws, and the general corporation laws of this State.

SEC. 2 The purposes and objects of said corporation shall be to maintain a library for the use of the inhabitants of said town of Brooklyn.

SEC. 3 The said corporation shall have power to hold and own real and personal property to the amount of one hundred thousand dollars in excess of the value of such books, pamphlets, papers, and manuscripts as shall form the library of the corporation.

SEC. 4 This act shall take effect upon its acceptance at a regularly called meeting of the said voluntary association, upon due organization hereunder, and upon filing with the Secretary of State the certificate described in section 910 of the General Statutes.

Approved, April 25, 1893.

Incorporating the Derby Library Association

SECTION 1 That Edward N. Shelton, Royal M. Bassett, David Torrance, Charles E. Clark, Theodore S. Bassett, Amos H. Alling, George H. Peck, Charles B. Alling, E. W. Peck, W. Sidney Downs, David L. Durand, George L. Beardsley, Charles H. Coe, Edwin B. Gager, John W. Peck, Samuel Lessey, T. S. Birdsey, Fitch Smith, C. H. Pinney, A. W. Phillips, William S. Browne, F. W. Hallock, R. S. Gardner, Robert L. Gilbert, D. H. Bacon, Patrick Gorman, Charles D. W. Sawyer, C. N. Downs, C. T. Baldwin, W. B. Green, Cyrus Brewster, George H. Buck, C. W. Park, W. A. Richards, Charles J. McElroy, C. N. Rogers, H. Holton Wood, W. C. Atwater, R. O. Gates, S. E. Gesner, D. M. Bassett, T. J. O'Sullivan, I. J. Boothe, D. E. McMahon, J. R. Mason, R. W. Blake, J. D. Dayton, George E. Barber, E. M. Oldham, and Charles Chaffee, with their associates and successors, be, and they are hereby, constituted a body politic and corporate, by the name of the Derby Library Association, to be located in the town of Derby, and by that name shall have perpetual succession, and be capable in law to purchase, receive, hold, and convey all kinds of property, real and personal, the annual income of which shall not exceed six thousand dollars; to establish, keep, and maintain a library, reading-room, and system of public lectures, and promote such other literary and scientific objects as it may deem proper; to sue and be sued, defend and be defended in all courts whatsoever; may have a common seal, and may change and alter the same at pleasure; may elect a president and such other officers and agents as it may find necessary and convenient; and may make and carry into effect such by-laws and regulations as may be deemed necessary to promote the objects of said corporation.

SEC. 2 The first meeting of said corporation shall be held in the town of Derby, at such time and place, within eighteen months after the approval of this resolution, as may be designated by a written or printed notice, sent to each of said incorporators at least five days before the date of such meeting, and signed by at least five of said incorporators.

Approved, June 7, 1893.

Incorporating the Levi E. Coe Library Association

SECTION 1 That Lyman A. Mills, Alva B. Coe, Charles I. Miller, Valerius H. Coles, Ossian Atkins, Clementine A. Skinner, Mary R. Skinner, Rosa A. Coe, Amy A. Guy, Lucy J. Hall, Susan C. Coe, Ellen M. Cooper, Emma A. Coe, Martha A. Smith, Amelia D. Coe, Ida E. Augur, Mary I. L. Terrill, Mary E. Lyman, Lucretia A. Rockwell, Mary A. Netherwood, and such persons as shall be associated with them, and their successors be, and they are hereby, constituted a body corporate forever, by the name of the Levi E. Coe Library Association, and by that name are empowered to purchase, receive, hold, invest, manage, and convey any estate, real or personal, for the purpose of establishing and maintaining a public library for the use of the inhabitants of Middlefield and vicinity, and for carrying out such kindred objects as may be deemed by said corporation of public benefit.

SEC. 2 Said corporation shall be located at said Middlefield; it may have a common seal; may sue and be sued; may meet and organize upon the call of two of the first three persons above named, by depositing in the Middlefield Post-Office, postage paid, a written or printed notice addressed to each of said incorporators, stating the time and place of said meeting, at least five days before the day of said meeting; may prescribe the number of its members, and choose the same under such regulations as it shall adopt; may elect proper officers, and make and carry into effect

any by-laws and rules for promoting the objects of its incorporation not inconsistent with the laws of this State.

SEC. 3 All property owned by said corporation, and used for and occupied by said library, shall be exempt from taxation.

Approved, May 4, 1893.

Changing the Name of the Hartford Library Association

That the name of The Hartford Library Association be, and the same is hereby, changed, so that the corporation shall hereafter be known as The Hartford Public Library, and no right or obligation of said corporation shall be impaired thereby.

Approved, May 9, 1893.

Amending the Charter of the City of New Haven in Reference to the Public Library.

That the Board of directors of the Free Public Library of New Haven be, and hereby is, authorized to use any unexpended balance of the fund raised by the sale of the library bonds of said city of New Haven, issued in accordance with the provisions of a special act, approved April 6, 1886, for the purpose of purchasing books furniture, or supplies for the library, and to lend the said unexpended balance to either the town of New Haven, the city of New Haven, or to the New Haven City School District at interest.

Approved, May 18, 1893.

Authorizing the City of Rockville and Town of Vernon to Make an Appropriation to the Rockville Public Library

That the town of Vernon, in Tolland County, if a majority of the legal voters in lawful town meeting so determine, and the city council of the city of Rockville, in said town, if the freemen of the city in lawful city meeting so determine, be, and they are severally hereby, authorized and empowered to raise by taxation, and to appropriate and pay to the Rockville Public Library, a corporation created at the present session of the General Assembly, any sum or sums of money not exceeding in the aggregate fifteen thousand dollars for the town, and fifteen thousand dollars for the city.

Approved, June 7, 1893.

Incorporating the Mystic and Noank Library

SECTION 1 That William I. Spicer and Robert Palmer, Sr., both of Noank, in the town of Groton, and Francis M. Manning of Mystic, in the town of Stonington, and William Carey Edgecomb of Mystic, in the town of Groton, and Amos B. Taylor of Old Mystic, in the town of Stonington, and their successors, to be chosen as vacancies occur as hereinafter provided, be, and they are hereby, constituted a body politic and corporate forever, under the name of the Mystic and Noank Library.

SEC. 2 Such corporation is empowered to found and maintain a circulating and consulting library at Mystic, in the town of Groton, for the use of all inhabitants of Mystic, Old Mystic, Noank, and the adjacent neighborhood.

SEC. 3 The governing board shall consist of five directors, to serve for life, and the persons above named are made such directors for their lives respectively, subject to the right of resignation and power of removal under the by-laws, and vacancies in the board of directors, occasioned by death, resignation, removal, or inability to act, shall be filled from time to time as they occur, in accordance with the provisions of the last will and testament of Elihu Spicer, late of Brooklyn, New York, deceased.

SEC. 4 Said corporation is empowered to acquire by purchase, gift, bequest, or devise, and to hold, sell, and convey real estate not exceeding in value one hundred

thousand dollars, and also such personal property as may be necessary or convenient for establishing and maintaining in usefulness its library, and also to receive by gift, bequest, or devise any property, real or personal, under such conditions and restrictions as to its use, as may be imposed by the donor.

SEC. 5 Said corporation is also empowered to contract, to adopt, and use a corporate seal, to sue and be sued, to make, alter, and repeal by-laws for the management of its library and property not inconsistent with this act or with the laws of this State, to elect a president and other officers and agents, and to remove the same in the manner to be provided in its by-laws, and generally to have and exercise such corporate powers and functions as may be necessary for the purposes aforesaid.

SEC. 6 To the end that the said library may continue and be perpetuated for the purposes aforesaid the power of said corporation to contract for the expenditure of money is hereby limited, so that it cannot contract for the expenditure of money in anticipation of its receipts, nor beyond the amount of the available money on hand.

Approved, June 14, 1893.

Authorizing the City of Hartford to Appropriate Money for the Support of a Free Public Library

That the resolution amending the charter of the city of Hartford, approved March 14, 1883 (Special Laws, Vol. 9, page 726), is hereby amended to read as follows: That the city of Hartford be, and it is hereby, authorized and empowered to appropriate, by concurrent vote of the court of common council of said city, and to pay over to the Wadsworth Athenæum, annually, a sum not exceeding one-half of one mill upon the grand list of said city, last made and perfected, for the purpose of supporting and maintaining a free public library and art gallery, with their appurtenances, and of furnishing needed accommodations therefor.

Approved, June 14, 1893.

Authorizing the Town of New Milford to Erect a Library Building and Memorial Hall

SECTION 1 That the town of New Milford is hereby authorized and empowered to build, erect, and maintain a memorial hall and library building upon the lot of land in said town, to be donated to said town by Egbert Marsh of said New Milford, such building to be suitable for and to be used as a public library; also to contain the tablets, emblems, and inscriptions commemorative of those soldiers who enlisted from said New Milford, and for meetings of the Grand Army, and other literary, patriotic, and historical purposes, such as said town may prescribe; also, to provide, maintain, and support a public library. The power and authority hereby conferred upon said town is to become vested in and exercised through a board of eight trustees, four of whom are to consist of the persons who, for the time being, are judge of probate for the district of New Milford, the first selectman of said town, and the pastors of the two oldest churches in said town of New Milford, *ex officio*, and their successors in such offices; the other four trustees to be elected for terms of one or two years, and in such manner as said town shall prescribe at the meeting to be called to approve of this act.

SEC. 2 Said town, through said board of trustees, is also authorized and empowered to receive, hold, and manage the gift of said Egbert Marsh of land or site for said building under this act; and may receive, hold, and manage any and all devises, bequests, gifts, or donations, for the creation, establishment, increase, and maintenance of said building, and of a public library therein; said building and library to be and remain for the use and benefit of the inhabitants of said New Milford, under such rules and regulations as said trustees, with the approval of said town, shall from time to time prescribe; and said town is hereby authorized and

empowered to appropriate a sum not exceeding ten thousand dollars, toward the erection of said building, and to lay a tax for such purpose; and the treasurer of said town may be authorized by a vote of said town to pay all or any part of said sum as may be needed toward the erection of said building, and to issue his order therefor.

SEC. 3 This resolution shall not become operative and binding on said town until the same shall be approved by said town at a special town meeting, to be duly warned and held in said town, at some convenient time, to be designated by the selectmen, within three months after the passage of this resolution.

Approved, June 23, 1893.

TOWN MANAGEMENT OF SCHOOLS.

The substance of the law relating to Town Management is

1. *The town for school purposes becomes one district.* The existing district lines become lines of attendance and may be changed to suit the exigencies of school attendance.

2. *Town officers called the town committee manage the schools.* The functions of this committee include those of the district committee and school visitors.

3. *Schoolhouses become the property of the town.*

4. *The expenses of schools are paid directly by the town instead of indirectly through the districts.*

5. *The business pertaining to schools is transacted in town meeting.*

It should be noted :

1. *Schools are not abolished nor united.* Under the general law which applies to all towns, the school visitors can close any school and send the scholars to adjoining districts.

2. *Schools are managed just as roads, bridges, and the poor are managed—by the town.*

3. *The town does not assume district debts.* Districts can maintain their organization for the purpose of paying debts or the town can by vote assume the debts, but the vote to consolidate does not carry either plan.

In behalf of the town system it can be said,

1. *To secure good government we must have a community so constituted as to possess a vigorous independent public life.* The towns have such a life. But if a town be divided into ten to twenty fractions, there must be feebleness and not strength, and the conditions of vigorous political activity do not exist. The districts become smaller and feebler from year to year. They have more to do and less ability to do it.

In small communities the selfishness of individuals is not neutralized by the public interest. Average public sentiment does not have opportunity to correct the action of the members. It follows that there is not an intelligent and progressive public sentiment which places the interest of children above all other interests.

To secure good schools the managers must feel a lively responsibility to an intelligent public opinion. Even if public sentiment exist, committees do not regard it, but act in brutal disregard of it. Out of irresponsibility grow up the worst abuses. The office becomes a kind of perquisite and is used for personal ends. By putting responsibility upon a larger community—the town,—by enlarging within reasonable limits the scope of public activity, by giving the citizens of the town more to do, the interest in local public affairs will be increased; there will be a watchful and intelligent observation of schools as of other municipal interests. We often hear that town control *will* diminish local interest in schools: but we never find anybody who asserts that it actually *has* diminished interest in schools.

Those who wish to give this method a bad name say that it is “centralization.” There is no centralization like an irresponsible and incompetent man. If the schools are managed in a small and narrow way, there is a despotism in which children suffer. The town system is a relief and escape from centralization; it imposes duties upon a body of men capable of performing them.

2. *In many cases conditions have so altered that the district system is not workable.*

The right to regulate the public school system falls within the power of the legislature. No legitimate modification can be an infringement of private rights however much it may run counter to personal interests and to prejudices. The public welfare, the interests of children, not personal feeling, justly prevail.

The schools which the law has bequeathed to us have fallen out of harmony with the necessities of modern life. The system which was adapted to constantly increasing groups of people in a new country, is out of joint where the

groups are decreasing and the children few. In the former there might have been need of subdivision, but now the problem is to secure children enough to make a live school and taxpayers enough to maintain it. Many districts have lost their entire school population and others have dwindled to a mere fraction of their former size, and in some towns all have been greatly reduced. Evidently by a union of schools can the children be best cared for.

The exceptional districts in large towns supply no argument against the necessities of these smaller districts. These larger districts have practically sloughed the smaller and weaker districts and organize and administer their schools independently, just as if they were towns. By their independence and selfish isolation they may secure good schools for themselves, but they impoverish the weaker districts. They subtract a large sum from the aggregate property available for school taxation; they diminish what should be a common fund for the children of the town.

3. *Under the town system all children will secure an equality of privileges.*

In most towns the money received from all sources is parceled out to the districts with the sole view of maintaining the schools the time required by law and no longer. In the same town, one child can go to school thirty weeks and another thirty-six. The line which divides these children is an imaginary and fortuitous one. The law creates it and thus recognizes and enforces an unjust and hard condition. *The town system obviates this inequality of schooling by giving all scholars the same and the longest period of schooling.* The plea that there is not money enough to maintain schools for the longest period of time does not mitigate the injustice. In most cases there is money enough to give all children in the same town equal advantages, and a single committee acting for the town can arrange terms of school and places of attendance so as to afford to every child a good school.

But there are, under the district system, more serious inequalities in the schools themselves. On one side of the imaginary line children are well taught, on the other they

are not taught at all or are mistaught. On one side, their time is wasted and they do not grow at all, on the other they are busy and are improving. There is an injustice which has lasting consequences and condemns any system or lack of system which favors or permits it.

A single town committee, hiring as well as examining, can definitely reject all who have disqualifications, natural or acquired, for teaching; can assign teachers to such schools as they are especially qualified to fill and can adjust pay to skill and experience. Thus the village school and the country school, the graded and the ungraded, can in respect of teaching be on an equality.

Such a united and continuous body can give to all the needed supplies, apparatus, and books. The most deplorable deficiency of all appliances which assist the teacher and arouse scholars is characteristic of isolated schools. In the generously equipped village school the child is introduced to books, allured to reading and forms the habit of reading. His neighbor not a mile away has no books nor aids and must so far be at a disadvantage and fail. These inequalities exist in the same New England town because the "system" permits no liberal extension of advantages to all.

The district system does not admit of any business-like continuous and steady policy. Committees are chosen for short periods, and the changes of teachers are frequent. Committees are not elected because they are fitted to select teachers. They may be conspicuously unfit. They cannot, or will not, spare the time to become acquainted with the schools and so judge intelligently of their needs. In the matter of teaching they are not responsible for the result, though they must furnish the means, and the tendency is to furnish as little as possible. If they have the necessary qualifications, the district which can pay the most can secure the best teacher and the poor district must take the inexperienced and unskillful. Again the children suffer; they are subject to fitful and uncertain effort; they do not obtain an education equal either in quantity or quality to that of their favored neighbors. Such differences are not the nat-

ural outgrowth of locality or condition ; they are the artificial creations of a dislocated system which makes equal educational advantages impossible.

4. *School buildings are better cared for and are better equipped for school work.*

Under the district system the district must purchase ground and erect, insure, furnish, and repair the building. The town assumes none of these duties and can simply compel action by the district when the building is "unsatisfactory." In practice, school visitors wait long before acting, and generally do not act at all.

To make necessary repairs, to obtain needed supplies and conveniences, to keep the rooms in suitable condition, a tax must from time to time be laid. The day of tax-gathering may be postponed, but it cannot be averted. This fact deters many districts from obtaining supplies and libraries, and from making the changes which convenience, good teaching, and even health require. The money must be paid ; the burden is borne by small and often poor communities, and frequently presses with greatest weight upon a few. If the few have no interest in the existing school there will be indefinite postponement or niggardly action. With the utmost willingness to pay, the expense of laying a tax is considerable and the labor not small, so that no citizen, certainly no busy and competent citizen, desires to undertake the task, and it is performed, if performed at all, with protest and sometimes with irritation.

That this accurately states the case is evident from the fact that only 122 districts in this State laid a tax in the year last past.

The freedom from district taxation is evidence of the relief from the demands which well-kept buildings make. Depredations are committed, cuts and marks multiply, paint vanishes, glass is broken, until the schoolhouse is the shabbiest, most unclean, most neglected building in the whole neighborhood. The outbuildings are often in a disgraceful condition, and upon both schoolhouse and outbuildings are placards of impurity. The desks are uncom-

fortable, the blackboards poor and inadequate, the stove cracked, the windows without shades, and the floor unwashed and perhaps unswept.

An enlightened and interested committee cannot supply the deficiencies and make needed changes, but must wait the slow and uncertain action of the district. Moreover, in the course of years under the administration of many men elected for many different reasons, some will not be so solicitous for the preservation of the building as for the construction of some scheme of their own.

The town system has the supreme advantage that it permits and encourages, indeed compels, the town committee to act promptly in the interest of economy and good schools, because neglect of even a single building brings criticism and reproach.

There can be and there is a probability of a steady and continuous care for and improvement of buildings. All parts of the town, and especially the remote parts, equally share in the benefits and constant encouragement which appliances, books, and well-equipped schoolhouses dispense. There is no spasmodic effort, with long lapses of inactivity and neglect, but the committee being a continuing body can carry out a policy of wise and liberal improvement.

Schoolhouses, the homes of our children for one quarter of their whole time, can under the town system be made permanently convenient and attractive. Besides the interested and steady care, there may be external and internal ornamentation on the part of succeeding teachers and classes of children who know that their effort has not been in vain.

5. *Town management is economical.*

The towns acting under this system spend less for each scholar in attendance than the average for the State. It cannot be said that school expenses will be less, but it can be confidently asserted that the same sum will produce better results. The object of the school system is to educate the most children in the best manner in the shortest time, and the town management is the most economical plan of

working to this end. Wages of teachers can conform to skill and experience. Supplies, maps, globes, apparatus, books, incidentals, and fuel can be purchased for the whole town at once. Repairs can be made so as to prevent waste. Efficient business management under public criticism and oversight can govern every transaction of school management.

6. *Town management offers a well-ordered and effective school organization with control residing in a continuous body.*

Control and supervision involve :

1. Making a plan of work.
2. Employment of a worker, the teacher, which includes:
 - (a) Ascertaining qualifications and character.
 - (b) Hiring.
 - (c) Paying.
3. Providing a schoolroom where the work is to be performed and all necessary helps.
4. Direction and supervision of the teaching.
5. Judging and testing the result.

School visitors represent the town, which furnishes the money, but they are unable to fulfill the above conditions of control.

They may lay out a course and provide a plan, but they cannot designate the person to whom the execution of their plans shall be entrusted. Another and independent officer, unmindful and even ignorant of their plan, sends a teacher for their simple approval or rejection. The officer who selects the teacher is not chosen because of eminent fitness for this duty ; he is not obliged to nominate persons of the highest qualifications and character, nor persons acquainted with their plan, or any plan ; indeed, he may pass by persons of known or approved skill, and select immature, unfit, and disqualified persons. The examiners are obliged to set the very lowest standard, and thus these unfit and disqualified persons are given charge of the children.

From this separation of selection and approbation arises a brood of evils.

- (a) The visitors do not have a plan of work nor see that

there is classification of scholars according to fitness, nor a course of study, knowing well that they cannot secure persons acquainted with their plans or even able to carry them out.

(b) There is danger of collision and irritation if any are rejected. It follows that examiners often record the choice of the district, permit the nominee to enter the school for better or for worse, as chance may determine. The visitor has not the initial as well as the final steps to take, and therefore cannot be justly held responsible if failure is the outcome. He is among friends and neighbors, and may be accused of officiousness if he insists upon a high standard and thorough preparation. The school must begin, and a tentative or limited license is issued. Thus there is indecision and compromise and the schools suffer.

(c) There is no steady policy looking to constant improvement of schools. There is a palpable absurdity in first selecting a person to teach and afterwards judging of qualification and character. There is entire rejection of all business principles in separating the employer from the supervisor and final judge of competence. There can be under such a system no continuous policy looking to the steady employment, year after year, of skilled and competent teachers; uniformly good teaching is not possible. The notions, prejudices, interests of the committees, the nominating bodies, will constantly tinge and discolor, if they do not decide, the character of the school.

(d) The visitor can put no tools in the hands of the teacher. If the teacher need maps, books, apparatus, or material for the school, they cannot be supplied by the persons who direct their use. All these depend upon the committee, who does not direct their use, or upon the uncertain generosity of the parents at the solicitation of the teachers. The schoolhouse itself may be so inconvenient that work is let and hindered; it may offend against health and decency; but the visitors can only say that the building is "unsatisfactory." The school may be discontinued if the visitors think public money should be withheld, but this is the ex-

tent of their coercive power. Practically they cannot determine the conditions under which the work they are expected to supervise is performed. There is generally compromise, and again children are the sufferers.

(e) Visitors can make rules for management, but the disciplining power is in the committee. They may make wise and beneficial regulations, but they cannot directly enforce them. This powerlessness leaves teachers without the strong support which comes from knowing where well-defined authority rests.

In fine, real supervision and steady improvement is impossible under such a system. No attempt to control the schools is made. The law recognizes the futility of endeavoring to regulate the process and to improve the quality of teaching by requiring but two visits in a term, and fixing the remuneration for each visit at \$2 a day. No one pretends that schools can be kept to any high or even decent standard under such a system. The result can be annually commended or deplored, but no officer, town, or district understands that he is chargeable with success or failure.

7. This vacillating and dislocated system is directly chargeable with absenteeism and irregularity, which have assumed alarming proportions.

Schools are often considered of small importance because they interfere with local interests, and have been tampered with to promote personal ends. They are weakened by constant change of teachers, and perhaps by long-continued poor teaching. It follows easily that parents regard the loss of a day or of a week of trifling importance. No officer feels responsibility nor does authority so certainly reside in any that he can act with courage and fidelity. Hence, parents assert their alleged rights or consult their convenience in sending their children, because they tacitly assume that what is neglected by the public authorities cannot be of private importance.

The schools managed as town institutions are of sufficient importance to secure interested care. Those to whom they are committed have a continuous, undivided, and weighty

responsibility, and understand that they will be held to public account. Schools, because remote, do not escape notice, and because small are not treated with contempt. They cannot become the schools of the committee or of the teacher, the foot-ball, year after year, of petty and unworthy interests. Elections cannot be held in loneliness and haste. On the contrary, schools become and remain public institutions worthy of the generous care of every man and woman.

This town system tends to give life to every part of the school work. A standard of excellence can be set up and maintained. There is something besides a perfunctory examination or oversight by visitors, and mere hiring and paying teachers and providing premises by committees. A body of teachers can be organized whose competency is certain, and who work with ambition because they feel the stimulus of a high standard and wise oversight.

A just and generous management by the town sends a current of vitality through every part of the educational machine; a new bond between the center and the different localities is formed and isolation ceases to confine and crush the education of children. A haphazard and defective organization is superseded by one which, with continuing life and energy, has a standard and can maintain it. There is co-ordination, a working together of all the parts to a fit end.

The following named towns have abolished their school districts:

Andover, 1888	Harwinton, 1890	Seymour, 1868
Ansonia, 1890	Huntington, 1894	Southington, 1893
Beacon Falls, 1892	Litchfield, 1880	Stamford, 1873
Bethel, 1888	Madison, 1889	Thomaston, 1875
Branford, 1867	Milford, 1875	Torrington, 1882
Bridgeport, 1876	New Britain, 1873	Trumbull, 1894
Chaplin, 1891	New Canaan, 1893	Voluntown, 1894
Clinton, 1869	New London, 1868	Washington, 1892
Derby, 1893	New Milford, 1893	Westbrook, 1894
Enfield, 1892	Old Saybrook, 1873	West Hartford, 1887
Essex, 1870	Plainville, 1869	Windsor Locks, 1866
Fairfield, 1887	Prospect, 18—	Wolcott, 1887
Hamden, 1894	Saybrook, 1870	Woodbridge, 1891

The following is the law relating to Town Management:]

CONSOLIDATION OF SCHOOL DISTRICTS.

[Gen. Stat., Title xxxv, chapter cxxxvi, page 477.]

SECTION.

1. Consolidation by vote of towns.
2. Vote to be by ballot at annual meeting.
3. School business at town meetings.
4. Voting list.
5. Names of persons elected to be returned to Secretary of State.
6. When vote of consolidation takes effect.
7. Number of school committee, when and how determined.
8. School committee, how first chosen.
9. Number to be voted for.
10. Classification.
11. Powers and duties of school committees.
12. Property and debts of consolidated districts.
13. Time for payment of tax extended.
14. Proceedings where there are joint districts.
15. Permanent funds, management of.
16. School libraries.

SECTION.

17. Notice of abolition of part of a school district.
18. An abolished district may settle up its affairs.
19. Mode of paying debts.
20. Collection of taxes in favor of districts.
21. Abandonment of union system, vote how taken
22. Town to be reimbursed for improvements.
23. When vote to re-establish districts takes effect.
24. Committee of consolidated district to be school visitors of the town, on abandonment of town system.
25. Taking land for school purposes.
26. Payment of school expenses.
27. Distribution of school money to towns under town system.

G. S. sec. 2193.
Consolidation
by vote of
towns.

SECTION 1. Any town may abolish all the school districts and parts of school districts within its limits, and assume and maintain control of the public schools therein, subject to such requirements and restrictions as are or may be imposed by the General Assembly; and for this purpose every such town shall constitute one school district, having all the powers and duties of a school district, with the exceptions hereinafter stated.

G. S. sec. 2194.
Vote to be by
ballot at annual
meeting.

SEC. 2. Whenever a vote shall be taken in any town in reference to abolishing school districts and assuming control of the public schools therein, such vote shall be by ballot, at an annual town meeting, upon notice thereof given in the warning. The selectmen shall provide a ballot-box for that purpose, marked "Consolidation of Districts." Those in favor of such consolidation shall deposit in said box a ballot with the word "yes" written or printed thereon, and those opposed shall deposit a ballot with the word "no" written or printed thereon, and in towns divided into wards or voting districts for annual town meetings such a ballot-box shall be provided at each of such wards or voting districts, and the ballots shall be examined, assorted, counted, and declared in the manner provided by law.

G. S. sec. 2196.
School business
at town meet-
ings.

SEC. 3. All business relating to public schools in such towns shall be transacted at town meetings.

G. S. sec. 2170.
Voting list.

SEC. 4. In every school district whose limits are the same as the limits of the town in which it is situated, the town registry list shall be the registry list for school purposes.

SEC. 5. The town clerks of the several towns shall, within ten days after the election of officers, return to the Secretary of the State the names of the persons elected to the offices . . . of school committee, with date of expiration of term. And any town clerk neglecting to make such return shall be liable to a fine not exceeding twenty-five dollars.

G. S. sec. 54.
Names of persons elected to be returned to Secretary of State.

SEC. 6. A vote to consolidate the school districts in any town, in accordance with section 1, shall take effect on the first Monday of July next succeeding said vote.

1889, ch. ccxix, sec. 1.
When vote of consolidation takes effect.

SEC. 7. It shall be the duty of the selectmen of any town so voting to call, not later than the next first Monday of May, a special meeting of said town to determine the number of which the school committee of such town shall thereafter consist. Such committee shall be composed of residents of said town, and shall be in number either six, nine, or twelve.

1889, ch. ccxix, sec. 2.
Number of committee, when and how determined.

SEC. 8. It shall also be the duty of such selectmen to call a special meeting of said town to be held on the next first Monday of June, for the purpose of electing by ballot a school committee of such town of the number determined upon at the special meeting held for that purpose, or, if such town shall, at such meeting, have failed to fix such number of the number of six, nine, or twelve, as said selectmen may determine. In all cases the number of the committee to be elected shall be stated in the warning of said meeting for the purpose of such election. Such election shall be conducted in the same manner as annual elections of said town.

1889, ch. ccxix, sec. 3.
Committee, how first chosen.

SEC. 9. If the number of the committee to be elected shall be six or twelve, no person shall vote for more than half that number; if the number shall be nine, no person shall vote for more than five, and the six, nine, or twelve persons, as the case may be, receiving at such election the highest number of votes, shall be the school committee of said town for the respective terms as hereinafter provided, commencing on the first Monday of July next following.

1889, ch. ccxix, sec. 4.
Number to be voted for.

SEC. 10. The members of such committee so elected shall divide themselves into three equal classes, holding office respectively until the second, third, and fourth subsequent annual town elections of said town, at which elections and every annual election, subsequent to the last thereof, two, three, or four members, as the case may be, shall be elected by ballot for a term of three years, in the manner prescribed for the election of school visitors.

1889, ch. ccxix, sec. 5.
Classification.

SEC. 11. The school committee in such town shall have in general the powers and duties of district committees; and boards of school visitors;

G. S. sec. 2197.
Powers and duties of school committees.

Shall see that good public schools of the different grades are maintained in the various parts of the town, for not less

than the same length of time as would be required had no such consolidation been made ;

Shall appoint one or more acting visitors under their direction, to examine teachers and visit schools ;

Manage the property of the town pertaining to schools ;

Lodge all bonds, leases, notes, and other securities with the treasurer of said town, unless the same have been entrusted to others by the grantors, or the General Assembly ;

Pay to the town treasurer all moneys which they may receive for the support of schools ;

Determine the number and qualifications of the scholars to be admitted into each school ;

Designate the schools which shall be attended by the children within their jurisdiction ;

And may arrange with the committee of any adjacent town or district for the instruction therein of such children as may attend there more conveniently ;

Shall fill any vacancies in their own number ;

Shall annually, during the first two weeks of September, ascertain the expenses of maintaining the schools under their superintendence, during the year ending the thirty-first day of the previous August, and report the same, with the amount of moneys received toward the payment thereof, to the annual town meeting ;

And shall, at the same time, make a full report of their doings, and the condition of the schools under their superintendence, and of all important matters concerning the same ;

And shall perform all lawful acts which may be required of them by the town, or which may be necessary to carry into effect the provisions of this title.

G. S. sec. 2198.

Property and
debts of consoli-
dated districts.

SEC. 12. Such towns shall assume the property and be responsible for the debts of the districts within their respective limits. Such property may be appraised and the amount of the debts estimated, under the direction of the town, and the appraised value of such property shall be raised by a tax to be laid by the town on its grand list next completed ; and the tax-payers in each of the districts previously existing shall be paid or credited on the rate-bill with their respective proportions of any excess of the property of such district over and above its liabilities, as ascertained by the town ; or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Permanent funds vested in any town for school purposes shall remain in charge of the school fund treasurer of the town.

G. S. sec. 2199.

1887, ch. cxix.
Time for pay-
ment of tax
extended.

SEC. 13. Whenever any town shall have assumed control of and appraised the school property, as provided in the preceding section, the town may, by vote in town meeting, ex-

tend the time in which the tax-payers of any district or districts shall be required to pay the excess of assessment over the appraised value of the property in such district for a period not exceeding five years, and all the property belonging to the school districts over which any town has assumed or shall assume control, shall be vested in such town to be held for school purposes so long as so required, and may be sold and deeded by said town when not required for school purposes.

SEC. 14. Whenever any town has voted, or hereafter shall vote, to assume control of all the schools, as provided in this chapter, in case there is a joint district, the selectmen of the towns out of which such joint district is formed shall meet within ten days after receiving a written request for such meeting, signed by the first selectman of either of said towns, and appraise the schoolhouse and other school property owned and used by said joint district, and determine what proportion is owned by the inhabitants of the towns residing in said district. If the several boards of selectmen shall not agree, the same shall be determined by a judge of the Superior Court upon application of either of the boards of selectmen, and his decision shall be final. The proportion belonging to the tax-payers of the town in which the property is not located, after deducting the indebtedness of the district, shall be paid to the treasurer of such town by the treasurer of the town in which such property is located, and the same shall be remitted to the tax-payers of said town.

*G. S. sec. 2200.
1887, ch. cxix.
Proceedings
where there are
joint districts.*

SEC. 15. In case any school district, formerly existing in a town in which the school districts have been or shall be abolished or consolidated, has received a permanent fund for the support of a school or schools in said district, the school fund treasurer shall have charge of it, and keep a separate account thereof; and the income of said fund shall be held subject to the order of the school committee, which shall apply it for the benefit of the school or schools within or nearest to the limits of the district formerly existing, in such manner as to carry out, as nearly as possible, the intent of the grantor of said fund.

*G. S. sec. 2201.
Permanent district funds,
management of.*

SEC. 16. Every such town shall be entitled to receive from the State, annually, and upon the conditions prescribed for school districts, for the purposes of school libraries, a sum not exceeding the aggregate amount which the former districts of said town might have received in like circumstances.

*G. S. sec. 2202.
School libraries.*

SEC. 17. When any part of a school district lying in two or more towns shall be abolished or consolidated by either, its selectmen shall give immediate notice thereof to the selectmen of the other town or towns, which shall thereafter pro-

*G. S. sec. 2204.
Notice of abolition of part of a
school district.*

vide for the schooling of the children belonging thereto, who formerly belonged to said school district.

G. S. sec. 2205.

An abolished district may settle up its affairs.

SEC. 18. Any school district which has been or shall be abolished by any town may settle and close up its affairs; and its district committee last elected, or the selectmen of said town, may call special meetings of the district.

G. S. sec. 2206.

Mode of paying debts.

SEC. 19. If any such district has or shall become liable by judgment or otherwise to pay any claim or demands upon it, or expenses and liabilities have been or shall be incurred by it in settling up its affairs after consolidation, the selectmen of said town, upon the request of said district, shall pay the same and charge the amount to the district, and said amount shall be raised by the selectmen adding the same to the tax to be laid by the said town on its grand list next completed of the taxable property of such district.

G. S. sec. 2207.

Collection of taxes in favor of districts.

SEC. 20. Said selectmen shall collect all taxes, claims, and demands in favor of such district, in the name of the district, and credit the same to the district, less expenses of collection.

G. S. sec. 2208.

Abandonment of union system. 1889, ch. ccii.

Vote, how taken.

SEC. 21. Any town which shall hereafter assume the control of its public schools, as provided in this chapter, may at any annual meeting, not previous to the fifth annual meeting thereafter, vote to abandon such control and re-establish the several districts as they were before said action, which vote shall be by ballot, in the manner prescribed in section 2.

G. S. sec. 2209.

Town to be reimbursed for improvements.

SEC. 22. When any town has voted to re-establish its school districts as provided in the preceding section, each of the districts shall pay the town for all improvements which the town has made on the schoolhouse, its furniture, and appurtenances within the district. The amounts to be thus paid shall be determined by the selectmen and the school committee of the town. When such payments are made, the town shall restore or make good to each of the districts the school property and local funds formerly belonging to the district. If any district shall refuse or neglect to make the payment required by this section till the expiration of six months after the passage of the vote of the town to re-establish the districts, the selectmen may cause a tax sufficient to make said payment, including the cost of laying and collecting such tax, to be laid on the district in the manner provided by law for school district taxes (except that the selectmen shall perform the duties required of district committees therein), and to be collected and paid to the town.

Amount, how determined.

Power of selectmen in case of non-compliance.

G. S. sec. 2210.

When vote to re-establish districts takes full effect.

SEC. 23. A vote to re-establish the school districts shall not take effect further than to authorize the district to hold meetings, lay and collect taxes, and appoint officers for these purposes, till all the settlements and payments required by the preceding section have been made; and unless such pay-

ments and settlements are made within one year after the passage of said vote, said vote shall be null and void.

SEC. 24. When any town in which the school districts *G. S. sec. 2211.* have been consolidated under the provisions of the Acts of School committee of consolidated districts to be school visitors of town on abandonment of town system. 1866, 1867, 1869, and 1872, has abandoned or shall abandon such system, the persons elected school committee of such union districts at the election next preceding such abandonment shall be and remain the members of the board of school visitors of such town, with all the powers and duties of school visitors, during the term of one, two, and three years for which they were or may be respectively elected, in the same manner as if elected school visitors of such town according to the statute in such case provided.

SEC. 25. Towns shall have the same powers and be sub- *G. S. sec. 2212.* ject to the same regulations as school districts in taking land Taking land for school purposes. for schoolhouses, outbuildings, and convenient accommodations for schools.

SEC. 26. The expenses of maintaining public schools in *G. S. sec. 2203.* such towns, which shall be incurred with the approval of the school committee, shall be paid by the town, except so far as Payment of school expenses. they may be met by the income from local school funds.

SEC. 27. When any town shall constitute one school dis- *G. S. sec. 2229.* trict, the Comptroller shall transmit to the treasurer of such Distribution of school money to towns under town system. town such proportion of the income of the school fund, and of any other money appropriated for the support of the public schools, as the number of persons between the ages of four and sixteen, residing in such town, bears to the whole number of such persons residing within the State, as ascertained by the returns made, as by law provided.

COLUMBUS DAY.

The following proclamation was issued for Columbus Day :

The President of the United States by proclamation has appointed Friday, October 21, 1892, the four hundredth anniversary of the discovery of America by Columbus, as a National holiday, and has recommended its observance.

To thus observe this day is to pay a fitting tribute to the strong faith and unswerving devotion of the great discoverer of a New World, and we justly include in our commemoration the great men and great events of the intervening years in which our own State has contributed conspicuously to the permanent life of the nation.

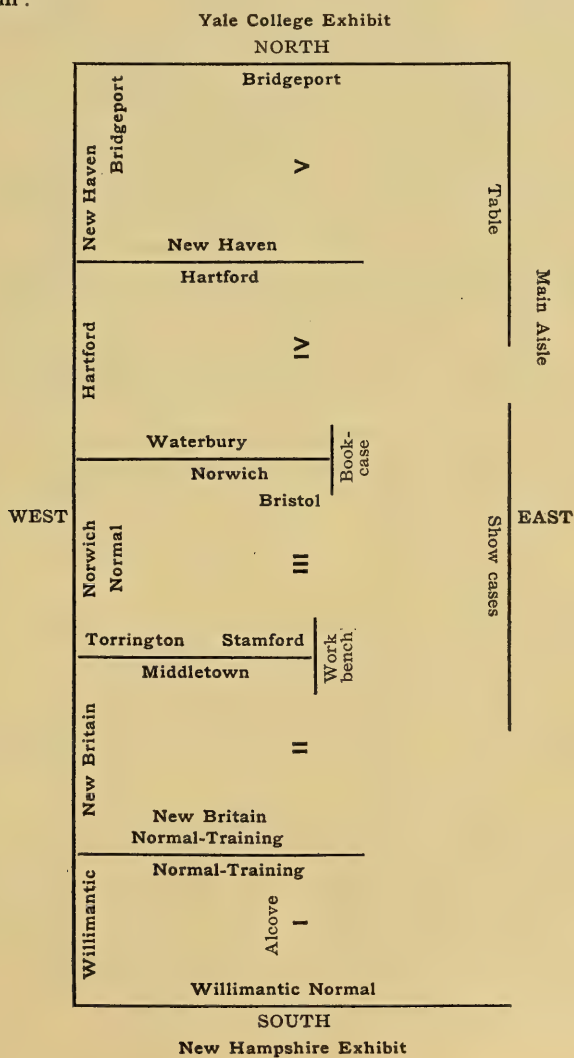
Now, therefore, I, Morgan G. Bulkeley, Governor of the State of Connecticut, do recommend the observance of the said 21st of October, 1892, as a holiday; and I request that in every appropriate way the people of this State call to mind and do honor to the Discoverer of America, to the builders of American institutions, to the promoters of American progress, and to all worthy contributors to the fame of this Commonwealth; and that schools, the regulating force of our present social life, and the hope of social order, be, as they ought to be, the center of these commemorative exercises, which shall be so ordered as to impress upon children that all our wonderful material prosperity and political strength depend, now and always, upon liberty of opinion, respect for law, and recognition of the essential and substantial qualities of manhood in the people.

MORGAN G. BULKELEY.

WORLD'S FAIR.

The following is a brief outline of the exhibit made at the Columbian Exposition at Chicago.

The Connecticut Educational Exhibit was situated in the south gallery of the Manufactures and Liberal Arts Building, east of the center. Its arrangement is shown by the accompanying diagram :



There were five alcoves, in which the exhibits were grouped by towns, as follows: I, Willimantic; II, New Britain, Middletown; III, Stamford, Torrington, Norwich, Bristol; IV, Waterbury, Saybrook, Colchester, Hartford; V, New Haven, Bridgeport.

The *Willimantic and Normal-Training Schools* exhibit showed exercises in primary reading prepared and illustrated by the teachers for the children in the model schools; models for use in manual training; material and aids for teaching arithmetic, history, civil government, literature, and geography; also many drawings by pupils from six years of age and older, all connected with and illustrating subjects in other studies.

The exhibits from the *New Britain Normal-Training School*, in alcove II, were largely drawing and color work, including work by pupils from the kindergarten to the grammar schools, comprising nature work, illustration, sketching, perspective, decorative, and original work in illustrating selections which they have read; also a set of modified sloyd models, and with them the work of children between seven and fifteen years of age, the work of the Normal pupils, and a set of "home-made" apparatus for illustrating science teaching; also specimens of the work of children from eight to ten years of age in clay modeling.

The *Middletown schools* showed a very full outline for science teaching, and books containing the plans and methods in detail which the teachers used, and specimen papers written by pupils; also a small collection of specimens used in natural history, zoölogy, and geology.

The *Middletown Industrial School* showed specimens of the girls' work in penmanship, history, and geography.

The *Stamford schools* showed plans for work in arithmetic, language, and geography, and several volumes containing specimens of pupils' work in these lines and in English from the high school; also on charts specimens of the color work of the younger pupils and of the drawing of the older ones.

The *Torrington schools* exhibited two books showing the plan for the teaching of vocal music and the individual work of the children; plans and methods for teaching history and arithmetic, pupils' work in both branches, plans for teaching primary reading and also a book containing methods for reading in connection with science.

The *Normal department of the Norwich Free Academy* exhibited a chart showing its inception and course of study, and another showing methods in reading, and books prepared by the normal pupils outlining methods in reading, number, physics, zoölogy, botany, mineralogy.

The *Broad Street school, Norwich*, used as a training school for the normal department, exhibited outline for literature lessons and color lessons in primary grades, a plan for history lessons and for zoölogy lessons, and an outline of the work actually done in the kindergarten for the year; also in the folios children's work in color, kindergarten, in history, in literature, and primary reading in connection with history of children one year in school.

The *Norwich city schools* showed outlines for teaching arithmetic, history, language, literature, and geography, including a large putty map of Norwich and another of the United States, made by pupils in the last year of the grammar school, and a large production map by pupils of the third class, several smaller maps, a set of booklets, and illustrated journeys in geography, a scrap-book of geographical pictures, and a collection of maps; also typical lessons in geography, arithmetic, history, and botany.

The *Bristol schools* sent kindergarten work, methods and aids in geography, and pupils' work in the same branch, a book showing science and geography work combined, and scrap-books for illustrating geography, and a display of sloyd work, the result of twenty-five hours' instruction.

The *Waterbury city schools* exhibited charts showing the story of the flag, aids in number, language, form, and color work, and books showing pupils' work in language, history, geography, arithmetic, drawing, and prepared readings in literature for grade I, examination papers in Virgil and bookkeeping.

A chart was shown giving outline of work in *Saybrook schools*, and books containing pupils' work in primary reading, language, and science.

The *Hartford schools* showed designs and folded forms in inventional geometry, outline for the study of history, literature, arithmetic, penmanship, natural science, geography, and drawing, and color work.

The books showed pupils' work in language, literature, arithmetic, penmanship, and music. The books on history contained teachers' outline for lessons, and stenographic reports of lessons given. There were some sixteen books on geography containing

the teachers' methods in detail and pupils' papers. These books were fully illustrated by drawings by the pupils. The four books on natural science contained a full outline of lessons prepared by the teacher, and pupils' written work,—the latter fully illustrated by the pupils.

The *New Haven schools* showed plans for map-drawing by the meridian system, and specimen maps and geographical aids, plan for lessons in history, outline of work in language and in music, selections from the color work from first to seventh years, and sketches from High School. In the books were lessons prepared by pupils from training school, books containing selections of children's work in penmanship, music, language, geography, history, science, and literature. The written work of the children in geography, history, science, and literature was illustrated by original drawings. The High School exhibited a book of sketches, and books containing pupils' work in physiology, geology, physics, zoölogy, geometry, algebra, physical geography, astronomy, bookkeeping, general history, English, French, German, Latin, Greek. The course of study in the High School was shown and also the work actually accomplished in the school for the last year.

The *Bridgeport schools* exhibited seven charts showing plans and methods used in the training schools; charts showing plan of work in High School in English, botany, and the commercial department; charts showing outline for teaching penmanship, vocal music, geography, reading, and arithmetic in the schools. There were also eleven charts showing plans for work in "general information and culture" in the various grades of the public schools. On the table were books containing selections from the High School pupils' work in botany and bookkeeping; lessons prepared by pupils in training school; pupils' work in public schools in the topics outlined on charts for "general information and culture"; in color work, music, arithmetic, reading, spelling, language, geography, and drawing.

Specimens of the work of the pupils of the *New Haven schools* in sewing, and specimens of sewing and lace work from the *Industrial School at Middletown*, and clay modeling from the *New Britain schools*.

A set, nearly complete, of the annual reports of the State Board of Education, and a collection of the annual town reports of the State for two or three years.

The works of the Hon. Henry Barnard and his official publications as Superintendent of Schools in Connecticut and in Rhode Island, and as United States Commissioner of Education.

Awards were made as follows :

Torrington public school, Torrington, school work.
 Stamford High School, Stamford, bound volumes school work.
 Stamford public school, Stamford, bound volumes pupils' work.
 Middletown public schools, higher grades, Middletown, school work.

Middletown public schools, Middletown, school work.

Bridgeport public training school, Bridgeport, charts illustrating plans and methods of city training schools.

Bridgeport public schools, Bridgeport, school work.

Bridgeport public schools, Bridgeport, High School work.

Norwich Normal School, Norwich, charts showing course of study, method in teaching, etc.

Norwich public schools, Norwich, portfolio children's work.

Norwich public schools, Norwich, public school work.

New Haven public schools, New Haven, school work (elementary grades).

New Haven public schools, New Haven, High School work.

Hartford public schools, Hartford, High School work.

Waterbury public schools, Waterbury, school work.

Bristol public schools, Bristol, school work.

New Britain Normal-Training School, New Britain, course in study and students' work.

Willimantic Normal-Training School, Willimantic, charts, pupils' drawings, illustrating lessons in other branches.

State Board of Education, Hartford, for excellence of the series of State reports, showing efficiency of instruction in the State, and especially for good results of the enforcement of the law of obligatory school attendance.

State Board of Education, Hartford, complete works of Henry Barnard. Educational value of the work, which represents the results of a long life of enthusiastic devotion to education, the reports made by him as chief school officer for Connecticut and for Rhode Island; the Connecticut Journal, edited by him; the

Rhode Island Journal, edited by him ; also a complete set of his greatest work, that treasury of education for English speaking people, the American Journal of Education.

WOMEN VOTING.

At the Session of 1893, the following law was passed :

SECTION 1. Every woman who shall have attained the age of twenty-one years, who shall be a citizen of this State, or of the United States, and who shall have resided in the State one year, and in the town for six months, and can read the English language, shall have the right to vote at any meeting held for the purpose of choosing any officer of schools or for any educational purpose under the general or special laws of this State.

SEC. 2. Any woman who is entitled to vote under the preceding section may be registered by the town clerk as a qualified voter in town or school district meetings, by making application to him for that purpose. It shall be the duty of the town clerk in each town to keep a registry list of the women entitled to vote in town or school district meetings under the provisions of this act, and to register the names of any women who may apply for registration for that purpose ; *provided*, that after being examined by him under oath they shall satisfy him that they have the qualifications required by this act.

SEC. 3. Any woman who, after taking such oath before the town clerk, shall testify falsely concerning her qualifications, or shall knowingly vote illegally at any school, town, or district meeting, shall be guilty of a misdemeanor, and, upon conviction thereof, shall be punished by a fine of fifty dollars, or imprisoned thirty days.

SEC. 4. Whenever, in any school district, registry lists shall be used by those voting in school district meetings, it shall be the duty of the registrars of voters of the town in which such districts are situated to prepare separate lists of the names of those women residing in such school districts, or the voting districts of any such school districts, that have been registered by the town clerk under the provisions of this act.

SEC. 5. At all elections to which the provisions of Chapter CCXLVII of the public acts of 1889 apply, there shall be provided a separate ballot-box distinctly marked "For Women's Ballots," and all ballots of persons permitted to vote under the provisions of this act shall be deposited in the box so labeled.

The following tables show the number of women voting in 1893 and 1894:

HARTFORD COUNTY.

TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.	TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.
Hartford,	702	662	Marlborough,		
Avon,			New Britain,	90	27
Berlin,			Newington,	17	9
Bloomfield,			Plainville,	300	248
Bristol,	23	4	Rocky Hill,	19	13
Burlington,		4	Simsbury,		
Canton,	25	41	Southington,	61	
East Granby,			South Windsor,		
East Hartford,	27	15	Suffield,	2	4
East Windsor,	1		West Hartford,		4
Enfield,		13	Wethersfield,	8	
Farmington,	1		Windsor,	27	14
Glastonbury,	36	11	Windsor Locks,	2	
Granby,					
Hartland,					
Manchester,	77	60	29 towns,	1,418	1,122

NEW HAVEN COUNTY.

TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.	TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.
New Haven,	250	549	Milford,		
" Westville,			Naugatuck,	104	31
" South,		2	North Branford,		
" complete,	250	551	North Haven,	1	4
Ansonia,	64	64	Orange,	13	
Beacon Falls,			Oxford,		
Bethany,		1	Prospect,		2
Branford,	1	1	Seymour,	5	1
Cheshire,	14	12	Southbury,		6
Derby,	1		Wallingford,	14	7
East Haven,	7	12	Waterbury,	869	858
Guilford,	4	2	Wolcott,		
Hamden,	1	1	Woodbridge,	7	2
Madison,					
Meriden,	231	310	26 towns,	1,586	1,865
Middlebury,					

NEW LONDON COUNTY.

TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.	TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.
New London,	123	49	Montville,	1	11
Norwich,	70	247	North Stonington,		
Bozrah,			Old Lyme,	35	
Colchester,		2	Preston,	5	
East Lyme,	6	14	Salem,		6
Franklin,			Sprague,	6	6
Griswold,	20	20	Stonington,	56	
Groton,	52	13	Voluntown,	8	3
Lebanon,	2	20	Watertown,	1	5
Ledyard,					
Lisbon,			21 towns,	388	396
Lyme,	3				

FAIRFIELD COUNTY.

TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.	TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.
Bridgeport,		48	Norwalk,	13	5
Danbury,	211	168	Redding,		
Bethel,			Ridgefield,		
Brookfield,		4	Sherman,		2
Darien,			Stamford,	11	5
Easton,			Stratford,	26	26
Fairfield,			Trumbull,		
Greenwich,	14	7	Weston,		
Huntington,			Westport,		
Monroe,			Wilton,		
New Canaan,					
New Fairfield,			23 towns,	275	265
Newtown,					

WINDHAM COUNTY.

TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.	TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.
Brooklyn,	12	8	Putnam,	42	9
Ashford,			Scotland,	18	14
Canterbury,	6	9	Sterling,	6	
Chaplin,	5	8	Thompson,		
Eastford,			Windham,	130	80
Hampton,	3		Woodstock,	1	
Killingly,		43			
Plainfield,			15 towns,	236	182
Pomfret,	13	11			

LITCHFIELD COUNTY.

TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.	TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.
Litchfield,	1	17	Plymouth,	4	4
Barkhamsted,	15	15	Roxbury, .....	.....	.....
Bethlehem, .....	.....	2	Salisbury,	2	2
Bridgewater, .....	.....	.....	Sharon, .....	.....	.....
Canaan, .....	.....	.....	Thomaston,	16	17
Colebrook,	15	.....	Torrington, .....	.....	.....
Cornwall,	3	4	Warren, .....	.....	.....
Goshen,	3	1	Washington, .....	.....	11
Harwinton, .....	.....	.....	Watertown, .....	.....	-
Kent, .....	.....	.....	Winchester,	13	4
Morris, .....	.....	.....	Woodbury,	1	1
New Hartford,	29	3	.....	.....	.....
New Milford, .....	.....	.....	26 towns,	102	86
Norfolk, .....	.....	.....	.....	.....	.....
North Canaan, .....	.....	.....	.....	.....	.....

MIDDLESEX COUNTY.

TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.	TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.
Middletown,	32	1	Essex,	12	.....
" City, .....	.....	12	Killingworth, .....	.....	.....
" complete,	32	13	Middlefield, .....	.....	.....
Haddam, .....	.....	.....	Old Saybrook, .....	.....	.....
Chatham,	21	24	Portland, .....	.....	.....
Chester, .....	.....	.....	Saybrook,	4	.....
Clinton, .....	.....	.....	Westbrook, .....	.....	.....
Cromwell,	10	10	.....	.....	.....
Durham,	1	.....	15 towns,	92	56
East Haddam,	12	9	.....	.....	.....

TOLLAND COUNTY.

TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.	TOWNS.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.
Tolland, .....	.....	.....	Somers, .....	.....	.....
Andover, .....	.....	.....	Stafford,	1	5
Bolton,	4	.....	Union, .....	.....	.....
Columbia, .....	.....	.....	Vernon,	347	112
Coventry, .....	.....	.....	Willington,	4	4
Ellington,	13	16	.....	.....	.....
Hebron, .....	.....	.....	13 towns,	374	138
Mansfield,	5	1	.....	.....	.....

SUMMARY.

COUNTIES.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.	COUNTIES.	No. of women who voted for school officers, 1893.	No. of women who voted for school officers, 1894.
Hartford,	1,418	1,129	Litchfield,	102	86
New Haven,	1,586	1,865	Middlesex,	92	56
New London,	388	396	Tolland,	374	138
Fairfield,	275	265	.....	.....	.....
Windham,	236	182	The State,	4,471	4,117

FAIRFIELD COUNTY.

There are in this county twenty-three towns. In the town of Bridgeport, the city is co-terminus with the town. The other cities are Norwalk and South Norwalk in the same town, Stamford and Danbury. The remaining towns are

Bethel	Fairfield	New Canaan	Ridgeneld	Weston
Brookfield	Greenwich	New Fairfield	Sherman	Westport
Darien	Huntington	Newtown	Stratford	Wilton
Easton	Monroe	Redding	Trumbull	

The towns of Bridgeport, Stamford, and Bethel each constitute one district, and the schools are managed under the town system. The population of these three towns in 1890 was 67,967, and the school population in 1893 was 17,678. Besides these districts there are 198 districts containing a school population in 1893 of 17,689, and a population, according to the census of 1890, of 82,114.

Population.

Table I shows the population of each town in 1890, and the school population in 1893.

TABLE I.

TOWNS.	Population 1890.	School Population Oct., 1893.	TOWNS.	Population 1890.	School Population, Oct., 1893.
Bridgeport,...	48,866	13,131	Norwalk,....	17,747	3,964
Danbury,.....	19,473	4,377	Redding,....	1,546	300
Bethel,	3,401	771	Ridgeneld,...	2,235	429
Brookfield,...	989	200	Sherman,....	668	131
Darien,.....	2,276	366	Stamford,....	15,700	3,776
Easton,.....	1,001	141	Stratford, ...	2,608	572
Fairfield,.....	3,868	828	Trumbull,...	1,453	284
Greenwich,....	10,131	2,160	Weston,.....	772	160
Huntington,...	4,006	1,003	Westport,...	3,715	803
Monroe,.....	994	182	Wilton,.....	1,722	357
New Canaan,...	2,701	563			
New Fairfield,.	670	148			
Newtown,....	3,539	721	23 Towns,	150,081	35,367

The county exhibits the usual conditions of city, village, and country communities. In cities children are massed in large schools of many departments. In villages and towns there are schools of two or more departments, while in the country there is the single school with one teacher managing and teaching all classes.

Organization of schools.

In cities the organization of the schools conforms to the necessity of providing for a constantly increasing school population. In the country the organization conforms to the necessities of fifty years ago, but is singularly at odds with the necessities of to-day.

The cities have grown much more rapidly than the country communities. Indeed, in many of the latter there was, from 1880 to 1890, a decided decrease in population, as the census returns showed. This is accompanied by a decrease in the school population, and, as appears in table IV, the population in some cases increases while the school population decreases. The children constitute a smaller proportion of the entire population than formerly.

Increase and decrease of school population.

Besides agriculture, there are many industries in which children are employed.

Industries of children.

The following table shows the industries in which children were employed in the year 1893-4.

TABLE II.

INDUSTRIES.	Towns.	Number of children employed.	Average weekly wages.	INDUSTRIES.	Towns.	Number of children employed.	Average weekly wages.
Bits and Braces,.....	Bridgeport,...	2	\$5.00	Knit Goods,	Huntington,...	14	\$4.00
Bolts,.....	Huntington,...	2	4.00	Knit Goods,	Bridgeport,...	4	4.00
Bolts,.....	Greenwich,...	20	5.00	Locks,.....	Norwalk,...	4	3.50
Brass Goods,.....	Huntington,...	4	5.00	Malleable Iron,	Bridgeport,...	4	5.00
Brass Goods,.....	Bridgeport,...	5	4.75	Metal Goods,	Bridgeport,...	2	3.50
Brass Goods,.....	Bridgeport,...	2	4.00	Netting,.....	Huntington,...	22	3.00
Buttons,.....	Huntington,...	2	4.00	Newspapers,.....	Norwalk,...	4	2.50
Buttons,.....	Westport,...	4	5.00	Organs,.....	Bridgeport,...	4	4.00
Cabinet Hardware,...	Bridgeport,...	6	4.50	Paper Boxes,.....	Huntington,...	15	3.00
Carpets,.....	Bridgeport,...	17	3.50	Pins, Hooks and Eyes,	Huntington,...	10	4.00
Cartridges,.....	Bridgeport,...	5	5.00	Plated Goods,.....	Danbury,...	10	4.00
Chains,.....	Bridgeport,...	5	5.50	Plumbers' Supplies,	Bridgeport,...	12	4.50
Corsets,.....	Bridgeport,...	62	4.00	Satchels,.....	Westport,...	3	4.00
Corsets,.....	Bridgeport,...	8	3.50	Shirts,.....	Bridgeport,...	5	4.50
Corsets,.....	Bridgeport,...	8	4.00	Shoes,.....	Norwalk,...	6	3.50
Corsets,.....	Bridgeport,...	11	3.50	Silks,.....	Danbury,...	3	4.00
Corsets,.....	Norwalk,...	20	3.00	Silks,.....	Bridgeport,...	2	2.00
Cutlery,.....	Bridgeport,...	8	5.75	Silver Plated Ware, ..	Bridgeport,...	4	4.00
Dry Goods,.....	Bridgeport,...	7	2.00	Steel,.....	Bridgeport,...	11	3.50
Dry Goods,.....	Bridgeport,...	4	2.00	Straw Hats,.....	Stamford,...	10	4.00
Dry Goods,.....	Bridgeport,...	7	2.00	Tacks,.....	Huntington,...	4	3.00
Dry Goods,.....	Danbury,...	5	2.00	Telegraph Messengers	Bridgeport,...	7	3.00
Elastic Webb,.....	Bridgeport,...	10	3.50	Twine,.....	Westport,...	6	3.50
Electrical Supplies,...	Bridgeport,...	8	4.00	Webbings,.....	Bridgeport,...	15	3.25
Embroideries,.....	Bridgeport,...	6	3.00	Wire Springs,.....	Bridgeport,...	6	5.50
Engravers,.....	Bridgeport,...	2	4.00	Woolens,.....	Norwalk,...	6	4.00
Hardware,.....	Bridgeport,...	3	4.50	Woolens,.....	Greenwich,...	9	4.00
Hardware,.....	Bridgeport,...	3	3.00	Writing Machines, ...	Bridgeport,...	4	4.00
Harness Snaps,.....	Huntington,...	3	4.00	Velvets and Plushes, ..	Bridgeport,...	17	3.25
Iron Bedsteads,.....	Huntington,...	10	5.00				

Difficulties in
manufacturing
districts.

In agricultural and in manufacturing districts there are peculiar difficulties.

In the latter there are demands for juvenile labor now happily regulated by the child labor law. The tendency is to draw off the children as soon as they are 13, and put them into the confining work of the shop or factory.

Difficulties in
agricultural dis-
tricts.

In agricultural districts, after making a fair allowance for sickness and weather and errands, and strawberry picking and cranberry picking, and onion digging, and the short terms of schools, the wonder sometimes is that anything at all can be achieved. Yet there are places where the accumulation of difficulties is dealt with successfully and actually overcome. The report shows that the education offered and received is not only high, but as sound and high as could be obtained under any conditions. There are first-rate schools which do their work under all the disadvantages of isolation,

and it is worthy of especial note that only in places where there are inferior schools are the complaints of difficulties numerous.

The distance of children's homes from the school should Distance. be noted as one of the barriers to regular attendance. This is not true of every town, but in some towns children of tender years cannot be expected to reach school every day.

Another fact adverse to the attendance and efficiency of Size of schools. schools is the size.

The following table gives the enumeration and attendance of districts :

TABLE III.

District.	Enumeration.	Registration.	Average Attendance.	District.	Enumeration.	Registration.	Average Attendance.
BRIDGEPORT.				GREENWICH.			
Consolidated, . . .	13,131	7,089	6,919	5, North Mianus, . . .	55	28	16
DANBURY.				6, North Cos Cob, . . .	26	17	11
Center,	2,984	1,948	1,767	7, South Stanwich, . . .	42	33	22
South Center,	801	256	188	8, North "	29	24	17
Mill Plain,	52	43	29	9, Banksville,	8	8	24
Beaver Brook,	114	71	54	10, Round Hill,	48	30	21
Great Plain,	40	24	17	11, Quaker Ridge,	40	21	15
King Street,	41	29	22	12, North Street,	48	15	11
Miry Brook,	51	36	28	13, Clapboard Ridge, . . .	35	23	17
Middle River,	53	36	25	14, Peck's Land,	24	16	13
Pembroke,	28	19	15	15, Riversville,	59	44	33
Westville,	22	23	15	16, Glenville,	131	91	66
Long Ridge,	26	18	11	17, King Street,	41	18	12
Starr's Plain,	14	13	11	18, Byram,	233	113	77
Deer Hill,	151	64	54	19, East Portchester, . . .	298	185	134
BETHEL.				20, Pemberwick,	39	44	37
Consolidated,	771	626	525	HUNTINGTON.			
BROOKFIELD.				Centre,	25	25	16
1,	35	36	25	Trapfall,	14	11	5
2,	20	19	13	Isinglass,	15	18	9
3,	33	31	22	Booth's Hill,	12	8	6
4,	33	23	16	Walnut-tree Hill,	22	21	11
5,	22	19	12	Upper White Hills, . . .	28	19	13
6,	24	20	13	Lower " " " " " " " "	13	15	8
7,	17	18	11	French,	32	24	11
8,	16	13	5	Coram,	22	22	15
DARIEN.				Long Hill,	22	18	14
1, Noroton,	115	80	58	Mill,	8	No school	
2, Centre,	155	113	80	Ferry,	790	595	483
3, Ox Ridge,	45	38	23	MONROE.			
4, Holmes,	51	23	17	Centre,	25	20	14
EASTON.				Cutler's Farms,	32	28	16
1, Center,	22	19	8	Stepney,	40	20	22
3, Narrows,	33	17	9	Birdsey's Plains,	29	22	16
4, Union,	13	23	17	Eastern,	14	20	15
5,	12	10	7	Elm Street,	25	24	14
6, Judd,	12	9	5	Walker's Farms,	17	15	8
7, Rock House,	12	11	8	NEW CANAAN.			
9,	11	17	10	1,	285	239	167
10,	26	18	13	2,	28	14	11
FAIRFIELD.				3,	36	29	21
Southport,	214	132	84	4,	48	37	24
Middle,	166	114	92	5,	23	20	15
Mill Plain,	121	94	60	6,	35	33	19
Greenfield Hill,	28	65	47	7,	26	15	10
Jenning's Wood,	36	31	17	8,	27	15	9
North,	42	33	19	9,	32	27	15
Holland Hill,	27	22	15	10,	11	11	6
Bulkely's,	34	15	10	11,	12	13	8
Stratfield,	50	37	24	NEW FAIRFIELD.			
Hoyden's Hill,	19	15	11	East Centre,	33	29	19
Banks, North,	18	13	8	West " " " " " " " "	29	31	8
" South,	25	17	12	Pondville,	19	20	12
Burr's,	30	13	10	Centreville,	31	22	17
Deerfield,	18	15	12	Great Meadow,	27	17	9
GREENWICH.				Wood Creek,	9	12	5
1, Meeting-House, . . .	698	360	262	NEWTOWN.			
2, Cos Cob,	102	39	29	Flat Swamp,	8	11	9
3, Sound Beach,	121	56	33	Gray's Plain,	16	12	11
4, Mianus,	83	64	40	Gregory's Orchard, . . .	21	19	13
				Half-way River,	13	11	9
				Hanover,	19	14	10

TABLE III.—CONTINUED.

District.	Enumeration.	Registration.	Average Attendance.	District.	Enumeration.	Registration.	Average Attendance.
NEWTOWN.				RIDGEFIELD.			
Head of the Meadow,	2	No school.		14, South Ridgebury,	14	12	9
Hopewell,	9	9	6	SHERMAN.			
Huntingtown,	25	29	18	1,	30	19	11
Lake George,	9	No school.		2,	23	20	12
Land's End,	44	30	20	3,	33	26	18
Middle,	60	24	14	4,	14	13	9
Middle Gate,	17	19	14	5,	18	14	10
North Centre,	47	33	25	6,	13	15	11
Palestine,	30	27	21	STAMFORD.			
Pohototuck,	83	56	45	Consolidated,	3,776	2,469	1,884
Sandy Hook,	143	102	80	STRATFORD.			
South Centre,	20	11	7	First,	509	329	229
Taunton,	49	37	24	Putney,	39	33	24
Toddy Hill,	31	26	22	Oronoque,	24	18	14
Walnut-tree Hill,	32	20	20	TRUMBULL.			
Zoar,	43	36	26	Tashua,	23	22	16
NORWALK.				Long Hill,	80	62	46
1, South Norwalk,	1,262	992	872	Chesnut Hill,	35	29	17
2, Over River,	710	346	291	White Plains,	60	39	22
3, Centre,	504	329	270	Daniels' Farm,	21	17	11
4, East Norwalk,	588	438	351	Nichols' Farm,	65	59	48
5, Northwest,	182	119	99	WESTON.			
6, Broad River,	131	45	36	Middle,	32	21	13
7, South 5-Mile River,	175	101	77	Forge,	34	18	12
8, North Centre,	203	71	50	Upper Parish,	32	24	15
9, West Norwalk,	69	41	33	Good Hill,	34	33	19
10, Middle 5-Mile Riv.,	80	61	45	Lyons Plains,	28	22	15
11, Northeast,	60	50	30	WESTPORT.			
REDDING.				East Saugatuck,	128	64	43
1, Centre,	36	25	14	West "	119	93	68
2, Redding Ridge,	28	15	9	Compo,	131	74	49
3, Couch Hill,	28	24	12	Green's Farms,	74	40	25
4, Diamond Hill,	25	22	16	South Saugatuck,	112	62	43
5, Boston,	39	36	21	Cross Highway,	101	59	40
6, Hull,	5	No school.		East Long Lots,	36	21	12
7, Umpawaug,	42	33	11	West "	56	39	29
8, Lunetown,	17	10	11	Poplar Plain,	24	18	10
9, Pickett's Ridge,	9	No school.		North,	22	18	14
10, Foundry,	15	18	11	WILTON.			
Joint Districts,	56	—	—	1,	29	31	17
RIDGEFIELD.				2,	27	24	13
1, Scotland,	28	15	11	3,	32	26	16
3, Limestone,	24	24	16	4,	33	28	17
4, Titicus,	64	43	26	5,	21	16	7
5, West Mountain,	30	28	14	6,	45	30	18
6, Centre,	98	134	91	7,	38	33	17
7, West Lane,	35	19	15	8,	7	No school.	
8, Whipstick,	28	18	12	9,	25	20	12
9, Flat Rock,	23	21	13	10,	100	83	50
10, Branchville,	30	22	15				
11, Florida,	20	17	14				
12, Farmingville,	20	16	10				
13, North Ridgebury,	15	11	9				

In the county there are :

8 districts containing 10 or less					
19	"	"	over	10	and not more than 15
12	"	"	"	15	and not more than 20
45	"	"	"	20	" " " " 30
<hr/>					
84					

There are

35	schools averaging	5	to	10	scholars
60	"	"	11	"	15
28	"	"	16	"	20
<hr/>					
123					

One hundred and twenty-three out of 241 schools have an average attendance of 20 or less.

In some of these districts the houses are scattered by twos and threes here and there. The schoolhouse is often isolated from human habitation, yet in a central position. The school numbers 6 to 10.

Small schools. If district lines are adhered to, the difficulty of getting children enough together to form a school where the population is so small and the distances are so great, is apparent. The remedy is transportation, — a remedy tried with complete success (see pages 98-106). It must be admitted that the remedy is of delicate application because it interferes with the jealously guarded sentiment of district control.

Transportation. The creation of central schools appears to be the only plan by which the difficulties of small districts can be overcome. When 10 districts have an enumeration of only 141 it is not possible to maintain schools of the highest order. The result is schools upon which it is easy to expend a large amount of sentiment and a small amount of money. The sentiment is dearly purchased by the stagnation of children's intellectual life.

Central schools. These districts cannot carry the expense of good teaching. Few taxpayers feel that it is best to spend \$250, or \$8 a week, for 30 weeks on a school of 6 to 10 children. Expenses are reduced to the point of poor teaching, and then the school becomes unprofitable for the real purposes of education. The remedy is a union of districts and the maintenance of schools centrally located. It is wonderful how difficulties

Expenses large.

vanish in practice when all are actuated by a generous consideration for children.

In other cases, and especially in the cities, 60 to 70 children are found in one room under one teacher. There can be no thorough instruction in such schools. Schools too large.

All these concurrent difficulties must be borne in mind and given due weight in estimating the amount of education possible under the conditions, and in assigning the credit for actual attainments. The statement of all these at the outset will promote a full and fair consideration of the result which they so widely influence and largely modify. Consideration of difficulties.

It would be interesting and very profitable if we had the means of estimating the progress of education in this section. It is often asserted that the condition of schools is not as good, that the instruction is not as thorough as it was fifty years ago. It is not possible to prove or disprove this statement. We can, from our reports, compare the statistics of twenty-two years ago with the latest statistics. Progress.

The following table shows the population of the county in 1870 and in 1890, and also the school population in the same years.

TABLE IV.

TOWNS.	POPULATION.		Per Cent. of		SCHOOL POPULATION.		Per Cent. of	
	1870.	1890.	Increase.	Decrease.	1870.	1890.	Increase.	Decrease.
Bridgeport,	19,876	48,866	145.8		4,703	12,203	159.4	
Danbury,	8,754	19,473	122.4		2,218	4,214	89.9	
Bethel,	2,312	4,401	47.1		580	680	17.2	
Brookfield,	1,194	989		17.1	262	223		14.8
Darien,	1,810	3,276	25.7		465	364		21.7
Easton,	1,289	1,001		22.3	272	124		54.4
Fairfield,	5,642	3,868		31.4	1,315	749		43.0
Greenwich,	7,672	10,131	32.0		2,016	2,017		
Huntington,	1,527	4,006	162.3		304	915	200.9	
Monroe,	1,226	994		18.9	263	178		32.3
New Canaan,	2,406	2,701	8.2		613	525		14.3
New Fairfield,	871	670		23.0	215	147		31.6
Newtown,	3,683	3,539		3.9	1,032	798		22.6
Norwalk,	12,122	17,747	46.4		2,767	3,488	26.0	
Redding,	1,620	1,546		4.5	403	240		40.4
Ridgefield,	1,910	2,235	17.0		436	410		5.9
Sherman,	848	668		21.2	208	140		32.6
Stamford,	9,738	15,700	61.2		2,346	3,434	46.3	
Stratford,	3,032	2,608		13.9	624	515		17.4
Trumbull,	1,335	1,453	8.8		288	271		5.9
Weston,	1,054	772		26.7	245	117		52.2
Westport,	3,364	3,715	10.4		818	757		7.4
Wilton,	1,995	1,722		13.6	427	355		16.8
23 Towns,	95,370	150,081	57.3		22,820	32,864	44.0	

Population.

It appears that from the year 1870 to the year 1890 there was an increase in population of 54,711, and that the per cent. of increase was 57.3. In the same period the school population increased from 22,820 to 33,864, and the per cent. of increase was 44.

Increase and decrease of school population.

In six towns the population increased, but the school population diminished, and in eleven towns the total population and the school population decreased. In 1870 24 out of every 100 children were between 4 and 16, while in 1890 22 out of every 100 were between 4 and 16. In the towns of Bridgeport and Huntington only has the ratio of school population to population increased. In Greenwich the increase of population was 32 per cent., but the school population did not increase.

Average attendance.

The number of names on the register gives very little idea of the extent to which education is moulding the children to whom it is applied. We must ascertain to what extent those ostensibly at school are in any practical sense using the school. The *average attendance* is the best method of expressing the extent to which the school is used.

The following table shows the average attendance in 1870 and in 1890.

TABLE V.

TOWNS.	Number of Schools.		Average Attendance.		Per cent. of —	
	1870.	1890.	1870.	1890.	Increase.	Decrease.
Bridgeport,	13	22	2,038	5,708	180.0	.....
Danbury,	15	17	1,062	1,984	86.8	.....
Bethel,	7	7	315	447	41.9	.....
Brookfield,	7	8	120	115	.....	4.1
Darien,	5	4	249	157	.....	36.9
Easton,	8	8	152	81	.....	46.7
Fairfield,	17	14	574	332	.....	42.1
Greenwich,	18	20	858	709	.....	17.3
Huntington,	12	12	157	452	187.8	.....
Monroe,	7	7	104	87	.....	16.3
New Canaan,	11	11	364	300	.....	17.5
New Fairfield,	7	7	110	66	.....	40.0
Newtown,	21	21	470	408	.....	13.1
Norwalk,	11	11	1,587	1,833	15.5	.....
Redding,	10	8	191	122	.....	36.1
Ridgefield,	13	12	223	210	.....	5.8
Sherman,	6	6	114	57	.....	50.0
Stamford,	15	19	940	1,596	69.7	.....
Stratford,	8	3	220	274	24.5	.....
Trumbull,	6	6	125	124	.....	.....
Weston,	6	5	103	60	.....	41.7
Westport,	10	10	289	272	.....	5.8
Wilton,	10	9	157	158	.....	.....
23 Towns,	243	247	10,522	15,552	47.8	.....

In Bridgeport the population has increased 146 per cent., the school population 159 per cent., and the attendance 180 per cent. In Greenwich the population increased 32 per cent., the school population remained stationary, and the attendance decreased 17 per cent. The encouraging feature is that while the school population has increased only 44 per cent., the average attendance in public schools has increased 48 per cent. This is particularly noteworthy because 4,000 children are drawn off into private schools and do not count in the average attendance.

This county exhibits a remarkable increase in average attendance in the year 1894. In 1892 the number of children between 4 and 16 increased 1,200, while the attendance increased only 294. In 1893 the enumeration increased 1,266, and the attendance 823. In 1894 the enumeration

increased 37 and the attendance 1,266. This increase is coincident with special efforts of the agents to secure attendance.

The following table shows the increase of enumeration, registration, and attendance for three years:

TABLE VI.

	Increase in Enumeration.	Increase in Enrollment.	Increase in Attendance.
1892	1,200	479	294
1893	1,266	555	823
1894	37	786	1,266

Irregular attendance.

Irregular attendance is the greatest discouragement in the path of good schools. The minimum attendance required by the law is 150 days. School is open 30 weeks, 5 days in the week. From the age of 6 to 12 a child can by attending every day make 900 days. Most children do not make 600, and 450 is the average.

The schools of one town show the following record, school being open 178 days in the year:

TABLE VII.

	Age.	Days present.	Days absent.		Age.	Days present.	Days absent.
Boy,	5	111	67	Girl,	15	15	163
Boy,	6	35	143	Girl,	13	129	49
Boy,	6	52	126	Girl,	11	145	33
Boy,	9	86	92	Girl,	9	144	34
Boy,	6	63	115	Girl,	12	132	46
Boy,	6	97	81	Girl,	16	49	129
Boy,	4	52	126	Girl,	8	137	41
Boy,	10	126	52	Girl,	13	124	54
Boy,	6	88	90	Girl,	8	73	105
Boy,	14	52	126	Girl,	6	21	157
Girl,	8	52	126	Girl,	8	63	125
Girl,	8	134	44	Girl,	7	64	124

Attraction schools.

To secure regular attendance and overcome the difficulties of distance the schools must be popular. They become popular by becoming good schools. If children understand that they are kindly and justly treated, and so taught that

they are making progress, they communicate the feeling to the home. They take the matter into their own hands and cannot be detained from school.

Table VIII exhibits the special work of the agents, Work of agents. Mr. Giles Potter and Mr. J. K. Judson, in this county. Their work was energetic and successful, as is shown by the great increase in attendance.

The number of families having children in school was Number of families. 14,810, and the number of children in these families was 34,984. This is an average of two children in each family.

Nearly one-tenth of these families were visited.

1,321 children were absent illegally: of these 1,316 were Illegal absence. sent to school.

It was found that 235 were absent because of mental or Legal excuses. physical disability, and 124 because the parents were too poor to buy clothing.

It was necessary to prosecute 40 parents for failure to send Prosecutions. their children to school.

TABLE VIII.

TOWNS.	Number of children.	Number of families.	Number of absences investigated.	Number of families visited.	RECOGNIZED EXCUSES.				Number absent illegally.	Number at work illegally.	PROSECUTIONS.		Number sent to Conn. School for Boys.	Number sent to Industrial school.	Number sent to Temporary Home.
					Number cases of disability.	Number lack of clothing.	Number at work legally.	Number sent to school.			Parents.	Employers.			
Bridgeport,.....	13,131	5,886	512	373	34	14	200	312	18	312	12	..	1	1	..
Danbury,.....	4,377	1,888	405	273	61	13	34	93	8	93	3	..	4	..	..
Bethel,.....	779	311	61	29	8	3	..	..	..	50	1	..	..	..	..
Brookfield,.....	211	80	34	21	4	4	..	26	..	26	..	..	1	..	..
Darien,.....	358	134	28	15	2	2	..	24	..	24	..	..	..	..	..
Easton,.....	141	65	19	13	2	2	6	17	2	17	..	..	..	..	..
Fairfield,.....	809	320	25	12	3	..	..	22	..	22	..	..	..	..	..
Greenwich,.....	2,073	828	60	41	11	4	30	45	..	45	..	..	..	..	..
Huntington,.....	1,003	451	151	112	8	..	28	115	5	110	2	2	3	..	..
Monroe,.....	179	73	25	15	4	4	..	17	..	17	1	..	..	..	..
New Canaan,.....	538	215	29	17	2	3	..	24	..	24	..	..	..	..	..
New Fairfield,.....	149	55	22	15	2	2	..	18	..	18	..	..	..	..	..
Newtown,.....	742	280	57	25	13	5	..	39	..	39	..	..	1	..	..
Norwalk,.....	3,847	1,538	44	30	2	3	..	41	..	41	..	..	3	1	3
Redding,.....	226	90	21	14	1	8	..	28	..	28	..	..	..	..	..
Ridgefield,.....	432	172	42	22	6	..	..	28	..	28	2	..	..	..	..
Sherman,.....	129	51	26	12	2	1	..	20	..	20	..	..	..	..	..
Stamford,.....	3,776	1,679	517	318	58	31	56	333	7	324	10	..	3	1	12
Stratford,.....	530	212	52	32	5	1	..	38	..	38	2	..	..	..	..
Trumbull,.....	279	111	21	17	2	1	..	18	..	18	..	..	..	..	..
Weston,.....	132	52	22	12	..	5	..	17	..	17	..	..	..	..	..
Westport,.....	798	319	38	20	4	4	..	30	..	30	1	..	..	..	..
Wilton,.....	345	134	28	15	3	5	..	20	..	20	..	..	..	..	..
Total,.....	34,984	14,810	2,239	1,459	235	124	355	1,321	40	1,316	40	2	17	3	15

DISTRIBUTION OF SCHOOLS.

There are in the county 241 public and 60 private schools. Public and private schools.

The public and private schools are distributed among the towns as follows :

TABLE IX.

TOWNS.	No. of public schools.	No. of different children registered.	No. of private schools.	No. of different children registered.
Bridgeport,	20	8,694	14	1,393
Danbury,	17	3,064	9	1,074
Bethel,	7	678	.....	.....
Brookfield,	8	213	1	17
Darien,	4	298	.....	.....
Easton,	8	157	1	22
Fairfield,	14	766	2	63
Greenwich,	19	1,495	5	335
Huntington,	11	897	.....	.....
Monroe,	7	178	.....	.....
New Canaan,	11	499	3	55
New Fairfield,	7	161	.....	.....
Newtown,	19	591	1	129
Norwalk,	11	3,069	6	592
Redding,	8	218	1	12
Ridgefield,	13	458	1	25
Sherman,	6	138	.....	.....
Stamford,	18	2,895	10	756
Stratford,	3	449	2	52
Trumbull,	6	251	.....	.....
Weston,	5	131	.....	.....
Westport,	10	597	1	130
Wilton,	9	323	3	51
23 towns,	241	26,220	60	4,706

Of the 4,706 children in private schools, 2,850 were in ecclesiastical schools. These schools were not examined and no information as to the education which they offer can be furnished. Ecclesiastical schools.

There were in this county three kindergartens; one in Greenwich, one in Danbury, one in Norwalk. Kindergartens.

There were in this county three evening schools, all in the city of Bridgeport, with a registration of 214 and an average attendance of 64. Evening schools.

Evening schools are not in a satisfactory condition. They are intended to enable children who have passed Condition of evening schools.

the school age to continue their schooling. This class does not attend. Most of those who attend are adults able to read a foreign language but desiring to read and speak the English language as a means of obtaining better wages.

Evening schools should either lay again the foundation of a primary education for children who have not attended school or should widen the education of those who have passed through the elementary schools and cannot attend day schools longer.

The following report of Mr. M. A. Warren, an agent of the Board, gives his impression of the condition of these schools :

MR. C. D. HINE :

Sir,—I have visited the evening schools of Stamford, Danbury, Bridgeport, and Greenwich. To some of these schools I have paid more than one visit.

The first remark is that the expected has happened. When a master sends half-willing servants on half-understood errands, half-hearted efforts and half-successful results are pretty sure to follow. What is needed is the formation of a public opinion which clearly sees the place of the evening school and distinctly demands that the necessary time and money shall be employed to make the evening school a success.

Of all the evening schools I have visited, the commercial department of the Bridgeport school seems to me the most successful. This department is held in the schoolroom of the department of the same name in the High School building, and is taught by the same teacher. The course varies little, except in being briefer, from the course as given in the day school. In addition to their business study, the pupils have had some talks on physics and chemistry, with experiments and one or more illustrated lectures (stereopticon). The interest has been well kept to this time. There has been but little falling out of the ranks, and there is not to be heard or seen the sly fun which accompanies so many evening schools.

The Danbury schoolrooms were well adapted in every respect but one for the work in hand ; they are central, well lighted, well furnished with chairs and tables, well supplied with blackboards (slated cloth), and excellent in that a separate room with a teacher of their own sex has been provided the girls. Two male teachers have been teaching the boys. These schoolrooms were not (as at Bridgeport) in rooms occupied by day as schoolrooms. The one fault with the rooms is poor ventilation.

In Stamford the evening schools were all held in school buildings, but the evening school was not in all cases in rooms occupied during the day as schoolrooms. There are in the Elm Street School several rooms unfurnished as yet with school desks ; into these chairs and tables were

placed, and the evening schools convened. There were not enough of these rooms, however, and four rooms regularly used by day as school-rooms were also used for the evening school. There seems to me a distinct gain in the use of rooms other than schoolrooms and in the use of furniture other than school furniture. Whether the association of the old familiar schoolroom and school desks reminds these half-grown pupils of their childish ideas of good times or not, it is certain that I have seen less trifling in rooms which were not schoolrooms.

In Greenwich, one school was opened in the village of Pemberwick. It was opened in the one-roomed village schoolhouse. A foreigner, who was a workman in the factory near-by, was employed as teacher. In this school there were six present on the evening of my visit; the total number registered is seventy-nine. The school was late in organization, not being established until after the holidays.

I have spoken of but one school in Bridgeport; there were five others. These five others have now dwindled to one, and that in numbers is small and destined to decrease. When we shall have established courses of study with graduation, and made these courses practical, we will have taken a step towards successful evening schools.

M. A. WARREN.

There were in Easton, Weston, and Westport endowed Endowed
academies. academies.

The following table exhibits the schools viewed as Graded and un-
graded schools. graded or ungraded. Any school having more than one room is classified as "graded."

There is also exhibited the number of departments or rooms of the graded schools.

TABLE X.

	Graded.	Ungraded.	Total.	Department.
Bridgeport,	19	1	20	157
Danbury,	9	8	17	64
Bethel,	3	4	7	17
Brookfield,	—	8	8	8
Darien,	2	2	4	7
Easton,	—	8	8	8
Fairfield,	4	10	14	19
Greenwich,	6	13	19	32
Huntington,	1	10	11	21
Monroe,	—	7	7	7
New Canaan,	1	10	11	16
New Fairfield,	—	7	7	7
Newtown,	2	17	19	22
Norwalk,	7	4	11	56
Redding,	—	8	8	8
Ridgefield,	1	12	13	15
Sherman,	—	6	6	6
Stamford,	7	11	18	60
Stratford,	1	2	3	10
Trumbull,	1	5	6	7
Weston,	—	5	5	5
Weston,	3	7	10	13
Wilton,	1	8	9	10
23 Towns,	68	173	241	575

School
management.

The graded schools have become complex organizations. When each school was complete in itself and children were taught the rudiments of knowledge, teachers were easily obtained and supervision simple. But population has increased, and changes have necessarily been introduced into school management. The simple class organization has been replaced by courses of study requiring a definite number of years for completion. Pupils must enter these classes and conform to the grading; thus larger numbers can be gathered in the same establishment and educated together. With diversified studies, definite classes, frequent examinations, and minute markings there is "system." This system requires teachers especially trained to work it.

School machine.

The public school in large cities has thus outgrown its original form. The liberty of the teacher has disappeared and regulation by central authority has taken its place. A

machine has been created which is expected to turn out scholars with unerring certainty if no time be lost. Children are dealt with in masses. The school system considers very little or not at all the important fact that children are individuals and should not be sacrificed to a system.

Without question, the greater the number of children the less attention can be given to each personally. This implies that the same treatment is good for every child — an assumption which is radically untrue. Children differ widely in physical endurance, power of attention, ability to remember words and their meanings, the power of quickly forming new images, and power of self-restraint. To put them all through exactly the same process is to disregard individual peculiarities. To secure good instruction with due regard to individuals, there must be small classes and a teacher for every twenty-five or thirty children. Unless this is attained the children are sacrificed to system.

School managers are very susceptible to the beauties of a smoothly-running educational machine. They are business men, and it is inevitable that they be satisfied with the annual promotions without regard to the process. Teachers, too, observe only the necessity of pushing those who can, by the leveling system, keep the average or above, and thus be promoted. The classes must conform to the course of study.

A proposal to entrust the control of schools to teachers would meet with opposition. To ignore teachers in the management of schools and to commit education to amateurs or retired teachers, or to men wholly engaged in other pursuits, subjects a great public interest entirely to persons not in touch with that interest. Such removal of school management from the influence and advice of teachers inevitably deadens the spirit of those actively engaged in teaching.

One of the most discouraging results of any machinery is that it tends to diminish the apparent necessity for inde-

Necessity for
small classes.

System.

Control of
schools.

Effect of
machinery.

pendent and spontaneous exertion on the part of workers. As legal requirements and official activity approach perfection they are more and more easily accepted as final and sufficiently powerful. Many who are capable of doing better fix their whole attention upon and direct their energies to the surest means of satisfying a course of study or conforming to the known hobby of a superintendent.

CONDITION OF SCHOOLS.

The following are the statistics for the school year ending July 14, 1894, compiled from the returns of School Visitors :

Population of county 1890,	150,081
Number of children between 4 and 16 years of age in October, 1893,	35,367
Number of pupils enrolled in the common schools,	26,220
Increase,	786
Percentage of increase,	3.09
Enrolled per capita of population,	17.47
Daily average attendance,	18,382
Increase,	1,266
Percentage of increase,	7.39
Ratio to enrollment,	70.10
Average number of days the schools were kept,	190.61
Number of schoolhouses,	248
Value of all public school property,	\$1,566,765.00
Value per capita of population,	10.43
Value per capita of average attendance,	85.23
Number of teachers :	
Males, winter,	65
Females, winter,	539
Total,	604
Males, summer,	61
Females, summer,	541
Total,	602
Percentage of male teachers,	10.4
Average monthly wages of teachers :	
Males,	\$77.99
Decrease, . . . . .	.51
Females,	42.56
Decrease, . . . . .	.76

Revenue :

From permanent funds,	.	.	.	\$31,576.30
From State taxes,	.	.	.	53,050.50
From local taxes,	.	.	.	317,334.64
From other sources,	.	.	.	157,895.99

Total, \$559,849.93

Percentage of revenue derived from —

Permanent funds,	.	.	.	56.4
State taxes,	.	.	.	9.48
Local taxes,	.	.	.	56.68
Other sources,	.	.	.	28.20

Expenditure :

For new buildings,	.	.	.	\$158,473.84
For libraries and apparatus,	.	.	.	2,887.27
For running expenses, including salaries of teachers and superintendents,	.	.	.	340,593.64
For other expenses,	.	.	.	55,862.39

Total, \$557,817.14

Expenditure per capita of population :

For running expenses,	.	.	.	2.26
Total expenditure,	.	.	.	3.71

Daily cost of education per pupil :

For running expenses,	.	.	.	9.7 cents.
For all purposes,	.	.	.	15.9 "

Amount of permanent invested funds, \$152,325.92

There is in most towns an abundant supply of school accommodations. In all the towns there are more sittings than scholars registered. In few cases have children been turned away because there was not room. This is certainly matter of congratulation, though the measurement of school-room areas is no gauge of the supply of sound education.

There are also schoolrooms with sittings for fifty to sixty pupils. This number cannot be successfully instructed by one teacher. The fact that there are sittings enough may be evidence that the instruction is inadequate.

There is a kind of deficiency of school accommodation Distance. which is not remediable ;—the distance must often be too great for children to walk. The remedy is transportation, for

which the law makes provision. If all small and expensive schools were closed, and children carried at town expense to convenient schools, there would be a saving of expense and better schooling. This may not be the most convenient or desirable plan, but it is a workable plan.

School buildings. In the city of Bridgeport there has been a very earnest effort to keep pace with the demands of a rapidly increasing school population, and within the past five years many new buildings have been erected.

The following table shows the number of new school-houses and their cost since 1870:

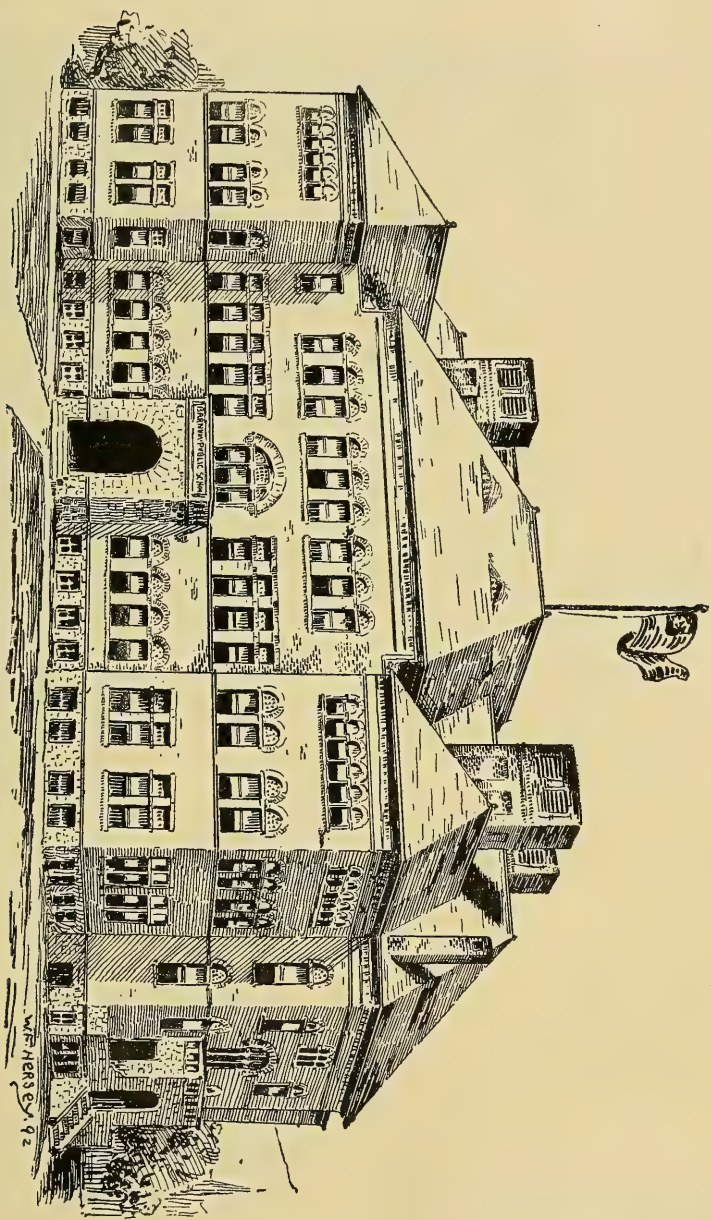
TABLE XI.

Town.	No. Schoolhouses.	Cost.	Town.	No. Schoolhouses.	Cost.
Bridgeport,	18	\$381,606.52	Newtown,	2	\$1,600.00
Danbury,	10	103,810.66	Norwalk,	6	60,957.41
Bethel,	3	13,294.01	Redding,	1	658 00
Brookfield,	2	2,300.00	Ridgefield,	6	8,807.52
Darien,	2	2,199.00	Sherman,	..	.....
Easton,	2	1,218.25	Stamford,	12	91,629.58
Fairfield,	6	22,336 85	Stratford,	3	36,827 00
Greenwich,	8	177,026.75	Trumbull,	1	575 00
Huntington,	6	29,388.22	Weston,	1	710.00
Monroe,	..	.....	Westport,	2	3,355.50
New Canaan,	2	3,425.00	Wilton,	4	3,579.90
New Fairfield,	1	810.00	23 Towns,	98	\$946,115.17

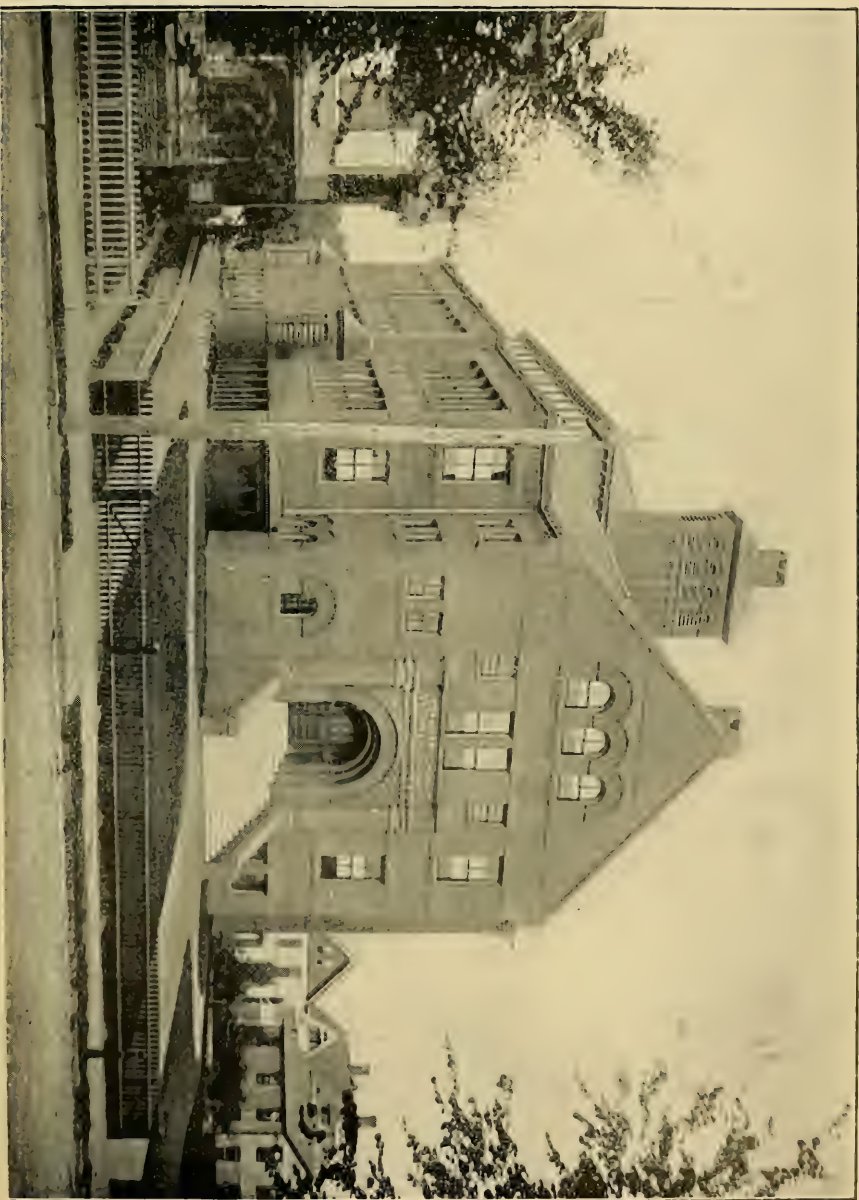
Ventilation. The greatest defect in our schoolrooms is bad ventilation. There may be no ventilation, partial ventilation, and too much ventilation. The air is often vitiated and stifling. The health of the children is impaired; they become listless and uneasy. When the windows are opened the cold air or breeze is discharged directly on the children, and this evil is worse, if possible, than the other. The tables show the number of schoolhouses that have no means of ventilation other than draughts from open windows.

Health. There is no person who is directly charged with health of schools except the teacher. Contagious diseases can enter and spread. Only after disease has developed and the mischief is accomplished is action taken.

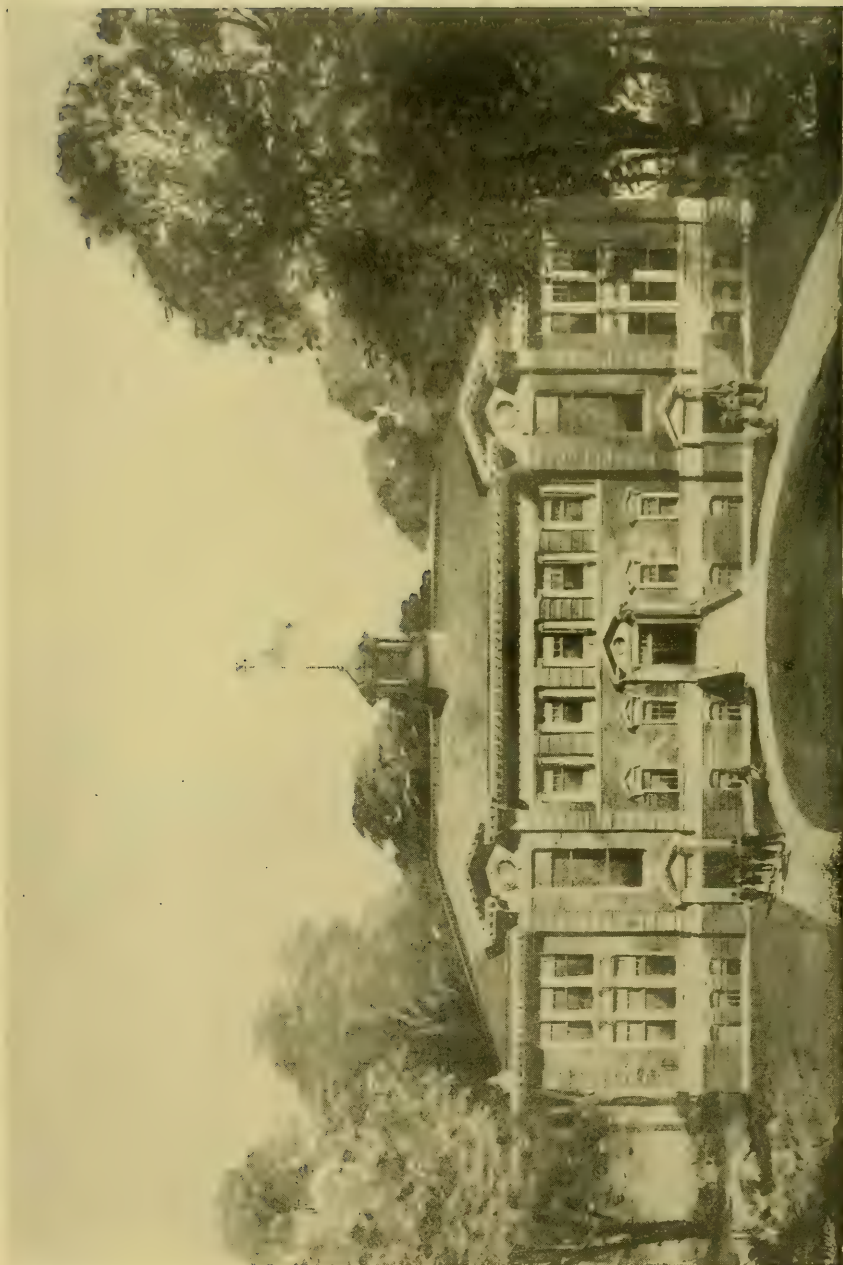
Ventilation. Rooms are sometimes packed with breathing children for two or three hours,—fifty or sixty children in space barely



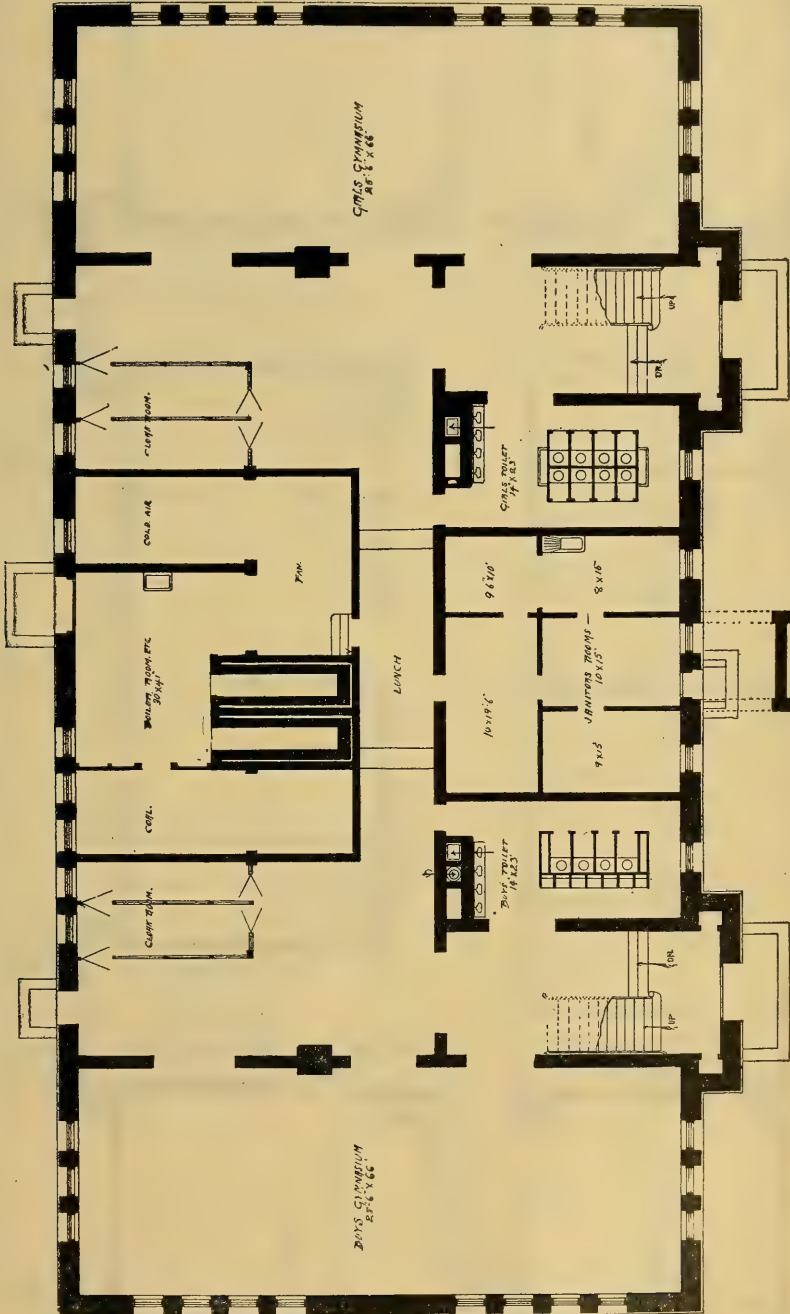
BARNUM PUBLIC SCHOOL, BRIDGEPORT.



GRAMMAR SCHOOL, NO. 3, BRIDGEPORT.

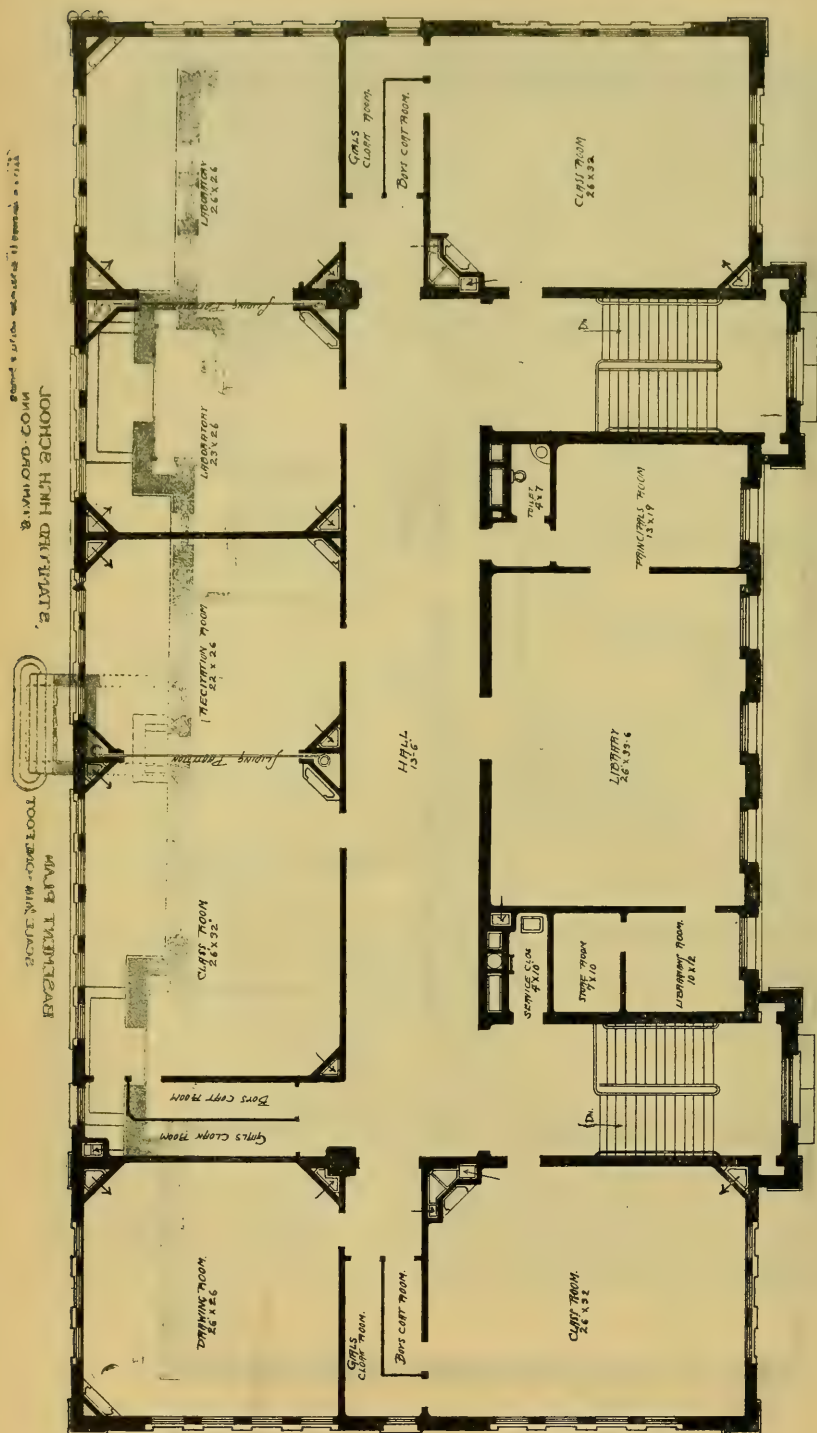


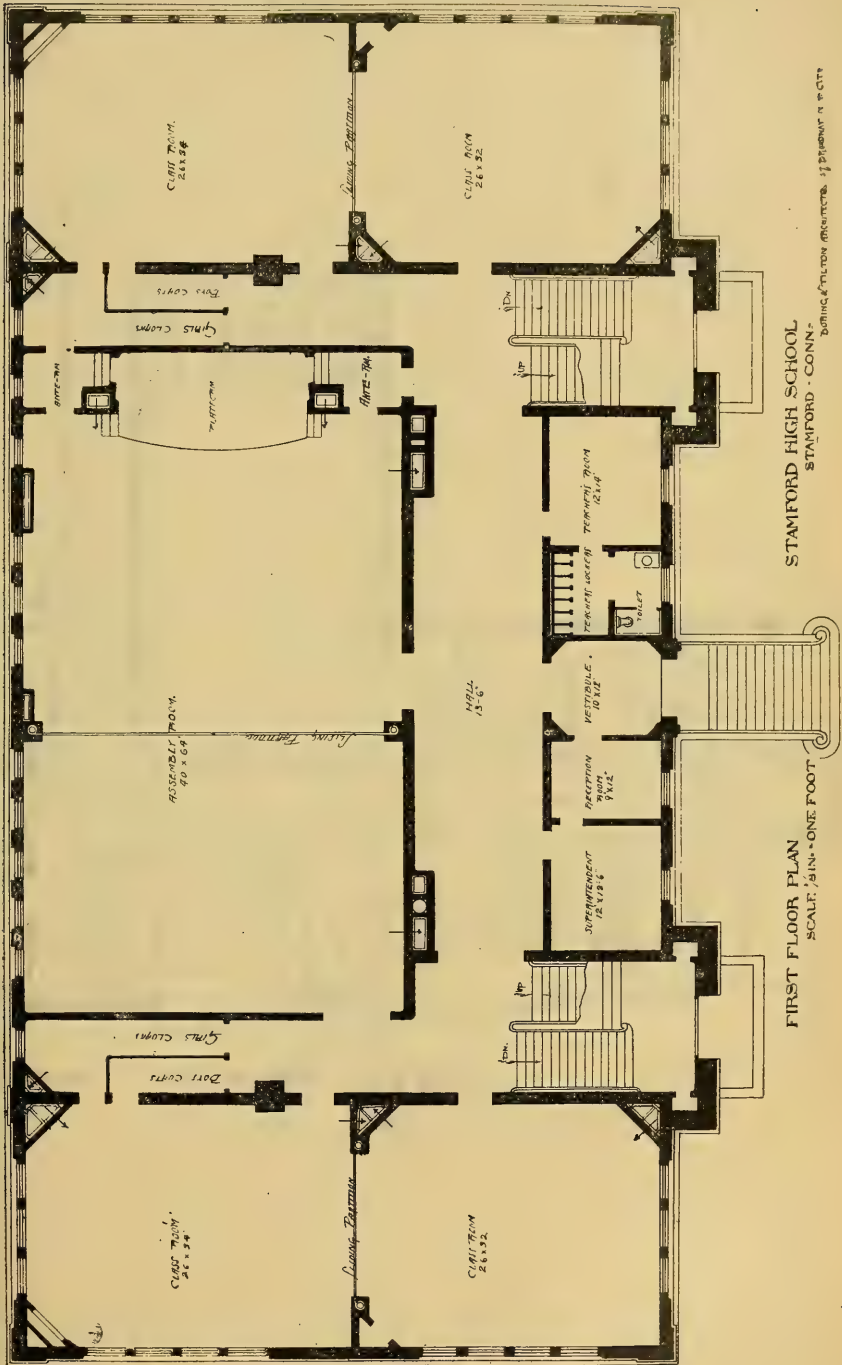
STAMFORD HIGH SCHOOL.



STANFORD HIGH SCHOOL
 STAMFORD, CONN.
 BASEMENT PLAN
 SCALE 1/8" = 1'-0"

DESIGNED BY THE ARCHITECT AT STAMFORD, CONN.

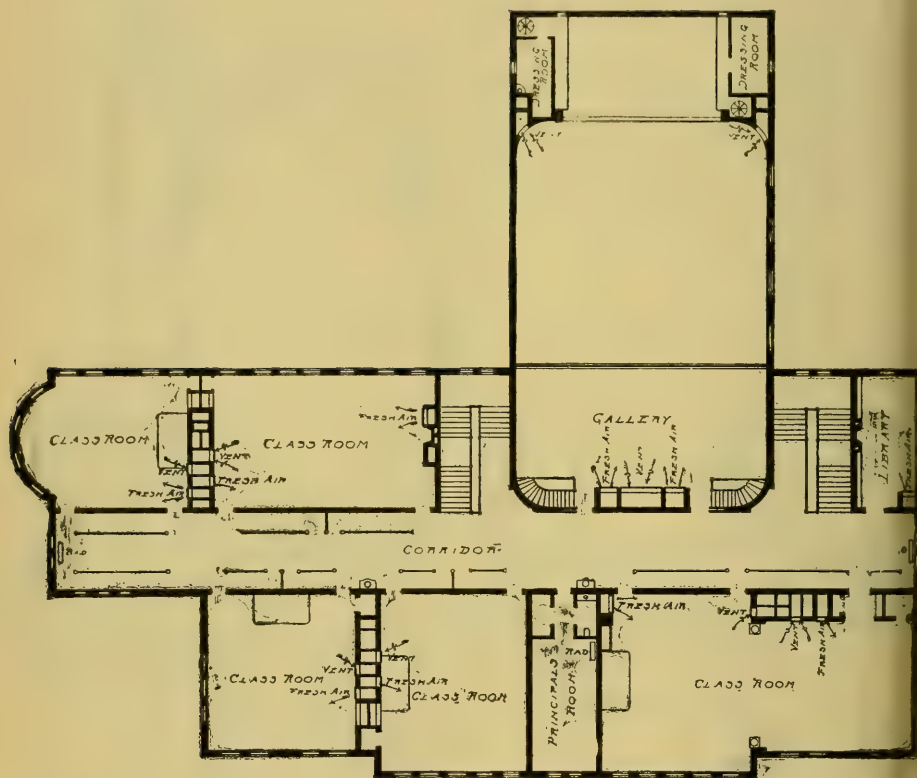




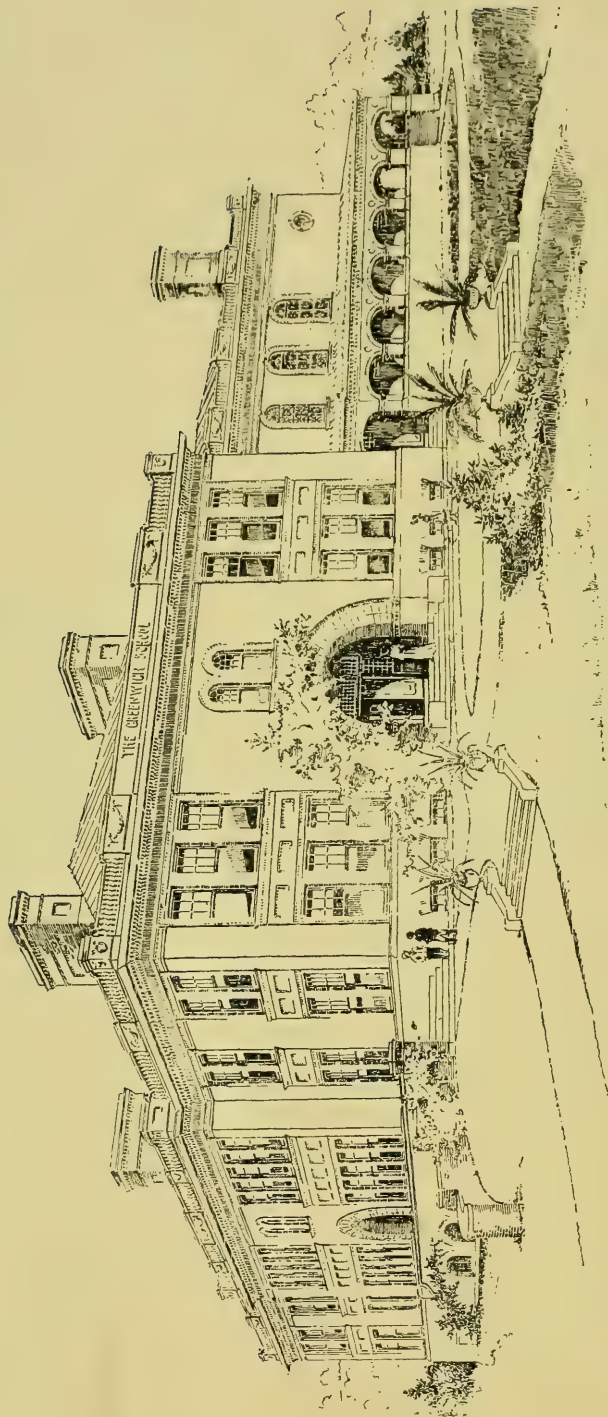
STAMFORD HIGH SCHOOL
STAMFORD - CONN.

FIRST FLOOR PLAN
SCALE, 1/8" = 1' - 0"

DESIGNED BY J. H. W. CITY



SECOND FLOOR PLAN.
SCHOOL AT GREENWICH, CONN.



HAVEMEYER SCHOOL BUILDING, AT GREENWICH, CONN.

sufficient for twenty. The light is feeble, the ventilation inadequate, or wanting. Excessive heat alternates with excessive cold. There is every reason for ill health, and no reason for vitality. Brain action is quite impossible, and every mental activity is stifled.

In this county 69 schools have libraries containing 17,808 ^{Libraries.} volumes, distributed among the towns as follows:

TABLE XII.

TOWNS.	Number of Schools having	Number of Books.	TOWNS.	Number of Schools having	Number of Books.
Bridgeport,.....	3	12,000	Norwalk,.....	7	2,096
Danbury,.....	3	300	Redding,.....		
Bethel,.....	1	219	Ridgefield,.....	13	400
Brookfield,.....			Sherman,.....		
Darien,.....	2	175	Stamford,.....	1	450
Easton,.....	3	50	Stratford,.....	2	100
Fairfield,.....	7	275	Trumbull,.....	1	10
Greenwich,.....	6	600	Weston,.....		
Huntington,.....	1	321	Westport,.....	5	200
Monroe,.....			Wilton,.....	5	212
New Canaan,....	3	300			
New Fairfield,...					
Newtown,.....	6	100	23 Towns,...	69	17,808

The following table shows the text-books used in this ^{Text-books.} county:

It appears that in eighteen towns one text-book is used in reading. The attempt is made to teach reading, to introduce children to literature by a single book.

The subject of school books should receive attention. School books. The number and diversity of those now in existence is truly embarrassing. But the fewness of the books actually found in schools is still more embarrassing, and is really pathetic. Children read one text-book in a year. This is their only opportunity for reading, when they can and will gladly read so much.

It would be a very interesting inquiry to ascertain how Estimate of education. the education which the schools supply is estimated by the people. Perhaps the attendance of children between the Attendance. ages of 8 and 13 gives a fair indication of the value attached to the schools. Of the children enrolled, about 51 per cent. are in actual attendance. This means that half are either negligently or necessarily absent from school. Not many of these are employed, because the child labor law prevents. Poverty is not a frequent cause, because the law makes provision for those without clothing. The main causes are :

1. Indifference.
2. Want of appreciation of schooling.

The latter cause is operative chiefly among those who have recently come to this State from foreign countries, and do not care about schooling. The law relating to attendance generally influences this class, and as soon as they understand that their children must go they acquiesce.

Compulsory education has had a fair trial in the State, Compulsory attendance. and an especial test in this county.

In a few towns special reports of attendance were made to the agents, and every case of non-attendance was investigated. It was found that most of the irregularity was negligent and remediable, and that a careful and judicious application of the law would secure a large increase in attendance.

Financial condition.

The ordinary and only sources of a school's income is the money paid by the town to the district. The town derives this money from the following sources :

1. Town Tax.
2. State Treasury. { School Fund.
 { State Tax.
 { Library money.
3. Local Funds. Town Deposit Fund.

The following table shows the receipts from the various sources in the year 1893-4 :

TABLE XIV.

TOWNS.	Grand List.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	Districts Taxing.
Bridgeport,.....	\$25,522,181	\$29,544 75	\$431 00	.....	\$121,065 17	.....	.....	.....	\$151,040 92	..
Danbury,.....	7,327,882	9,848 25	.....	\$104 00	28,175 08	\$4,807 67	.....	\$5,104 27	48,039 27	..
Bethel,.....	1,158,935	1,734 75	132 32	10 45	6,960 27	.....	.....	.....	8,837 79	..
Brookfield,.....	480,930	450 00	.....	.....	1,768 76	.....	.....	.....	2,218 76	..
Darien,.....	1,596,410	823 50	143 45	.....	3,434 34	2,125 82	\$10 00	.....	6,537 11	..
Easton,.....	408,140	317 25	139 38	.....	1,672 05	.....	.....	70 00	2,108 68	..
Fairfield,.....	2,145,545	1,863 00	.....	252 22	8,120 73	.....	.....	227 64	10,835 26	..
Greenwich,.....	5,386,464	4,860 00	371 67	.....	11,142 06	6,000 00	159,000 00	300 00	172,302 06	2
Huntington,.....	1,481,265	2,256 75	176 06	62 32	7,310 40	3,617 00	70 00	90 00	13,582 53	..
Monroe,.....	368,215	400 50	78 00	.....	1,360 66	.....	.....	1 86	1,850 02	..
New Canaan,.....	1,246,332	1,266 75	35 07	.....	4,884 18	66 40	17 70	58 79	6,338 89	1
New Fairfield,.....	349,136	333 00	100 00	.....	1,075 05	.....	10 00	.....	1,518 05	..
Newtown,.....	1,593,545	1,622 25	473 82	.....	5,553 42	.....	.....	.....	7,049 49	1
Norwalk,.....	6,461,289	8,919 00	472 62	132 00	29,179 16	5,955 18	155 00	330 04	45,143 00	1
Redding,.....	518,614	675 00	173 20	22 91	1,415 39	.....	.....	.....	2,286 50	..
Ridgefield,.....	1,335,417	985 25	230 40	.....	4,027 91	122 00	60 98	152 89	5,559 43	2
Sherman,.....	345,358	294 75	144 00	.....	810 20	60 00	11 83	.....	1,320 78	1
Stamford,.....	9,536,691	8,496 00	339 38	187 42	41,663 89	.....	.....	600 52	51,227 21	..
Stratford,.....	1,023,940	1,287 00	147 50	112 00	4,194 22	1,518 53	5 00	15 00	7,279 25	2
Trumbull,.....	597,444	639 00	159 50	64 89	1,856 66	308 00	82 00	28 97	3,139 02	2
Weston,.....	332,069	360 00	30 00	89 11	717 16	.....	.....	.....	1,196 27	..
Westport,.....	2,175,728	1,806 75	224 36	.....	3,108 39	.....	36 50	275 00	5,481 00	..
Wilton,.....	676,384	803 25	.....	6 00	3,018 29	240 00	126 60	54 50	4,248 64	1
23 Towns.	\$72,036,919	\$79,575 75	\$4,001 73	\$1,043 32	\$292,513 44	\$24,820 60	\$150,585 61	\$7,309 48	\$559,849 93	14

The ordinary expenses are teachers' wages, fuel and incidentals, repairs, libraries, and apparatus. The following table will show the expense in each town under these heads:

TABLE XV.

TOWNS.	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.
Bridgeport,	\$96,371.38	\$16,069.39	\$20,339.80	\$673.84	\$4,508.84
Danbury,	30,431.00	5,402.00	3,142.90	207.10	3,965.00
Bethel,	6,982.00	1,390.98	329.65	135.16	.....
Brookfield,	2,029.55	149.42	.....	.....	.....
Darien,	3,614.48	682.46	.....	20.00	.....
Easton,	1,919.05	144.63	.....	70.00	.....
Fairfield,	8,909.65	839.94	159.36	.....	.....
Greenwich,	14,790.00	1,759.73	250.00	900.00	150,000.00
Huntington,	8,905.66	480.01	1,752.64	304.21	.....
Monroe,	1,736.92	80.38	.....	24.60	.....
New Canaan,	5,625.83	557.80	243.12	5.00	.....
New Fairfield,	1,359.90	95.15	.....	10.00	.....
Newtown,	6,740.91	479.09	100.00	.....	.....
Norwalk,	33,246.28	2,859.16	3,687.30	158.25	.....
Redding,	2,087.43	141.07	.....	.....	.....
Ridgefield,	4,798.46	462.99	155.98	.....	.....
Sherman,	1,136.76	73.19	71.83	.....	.....
Stamford,	42,625.65	8,431.15	.....	230.41	.....
Stratford,	4,754.40	790.73	517.24	72.60	.....
Trumbull,	2,550.56	188.89	322.00	20.00	.....
Weston,	1,115.31	58.96	.....	.....	.....
Westport,	4,563.19	446.31	369.00	36.50	.....
Wilton,	2,670.42	168.52	324.50	19.60	.....
23 towns,	\$288,964.79	\$41,751.95	\$31,765.32	\$2,887.27	\$158,473.84

The cost of supervision is given by towns in the following table:

TABLE XVI.

TOWNS.	Cost of Supervision.	TOWNS.	Cost of Supervision.
Bridgeport,	\$3,019.27	Norwalk,	447.61
Danbury,	740.40	Redding,	58.00
Bethel,	180.75	Ridgefield,	100.00
Brookfield,	40.00	Sherman,	39.00
Darien,	110.00	Stamford,	2,350.00
Easton,	65.00	Stratford,	175.00
Fairfield,	375.78	Trumbull,	35.00
Greenwich,	1,133.00	Weston,	22.00
Huntington,	213.00	Westport,	130.00
Monroe,	33.00	Wilton,	52.60
New Canaan,	75.00		
New Fairfield,	53.00		
Newtown,	429.49	23 towns,	\$9,876.90

The following table shows the amounts spent for schools, roads and bridges, and paupers in the several towns of this county for the year 1893-4 :

TABLE XVII.

TOWNS.	* Schools.	Roads and Bridges.	Paupers.	Grand List.
Bridgeport,	\$182,520.21	\$60,414.71	\$53,510.83	\$25,522,181
Danbury,	30,420.38	23,828.15	30,183.36	7,327,882
Bethel,	7,103.04	1,930.64	2,328.47	1,158,935
Brookfield,	1,927.57	2,464.61	633.41	480,930
Darien,	3,498.23	2,206.81	3,424.14	1,596,410
Easton,	1,917.63	2,078.57	1,137.00	408,145
Fairfield,	9,312.71	8,353.64	4,797.72	2,145,545
Greenwich,	12,656.10	48,506.89	14,080.05	5,386,464
Huntington,	7,273.52	4,207.27	1,864.67	1,481,265
Monroe,	1,565.31	1,384.34	579.26	368,215
New Canaan,	5,051.44	7,772.71	2,691.27	1,246,332
New Fairfield,	1,175.05	1,306.04	901.34	348,136
Newtown,	6,027.24	2,732.60	3,245.57	1,563,545
Norwalk,	54,090.87	13,234.06	12,030.00	6,461,289
Redding,	1,552.50	3,641.29	900.80	518,614
Ridgefield,	4,348.51	9,734.18	2,447.99	1,335,417
Sherman,	981.70	1,311.70	580.00	345,358
Stamford,	72,317.72	38,096.77	18,371.33	9,536,691
Stratford,	4,325.73	1,412.84	1,512.05	1,023,940
Trumbull,	1,942.36	4,213.11	625.72	597,444
Weston,	718.06	1,039.66	412.60	332,069
Westport,	3,618.76	6,597.02	3,295.33	2,175,728
Wilton,	2,239.83	1,821.14	1,369.02	676,384
23 towns, .....	.....	.....	.....	\$72,036,919

*The money paid by the State is not included in the amounts expended for schools. The amounts expended for new buildings are included.

In eleven towns more is expended for roads and bridges than for schools.

In one town more is expended for paupers than for schools.

In seven towns more is expended for schools than for roads and paupers together.

This illustrates the expenses which towns must carry. If the grand lists are justly constructed the taxation in some towns is heavy. The question is whether the sum expended for paupers might not be diminished and the sum for schools by so much increased.

The rate of taxation in each town is given in the following table :

TABLE XVIII.

TOWNS.	Per cent., etc.*	Per cent., etc.†	TOWNS.	Per cent., etc.*	Per cent., etc.†
Bridgeport,.....	4.74	4.74	Norwalk,.....	5.51	4.51
Danbury,.....	5.19	3.84	Redding,.....	2.72	2.72
Bethel,.....	6.00	6.00	Ridgefield,.....	3.26	3.01
Brookfield,.....	3.67	3.67	Sherman,.....	2.55	2.34
Darien,.....	3.48	2.15	Stamford,.....	4.43	4.36
Easton,.....	4.26	4.09	Stratford,.....	5.59	4.09
Fairfield,.....	3.89	3.78	Trumbull,.....	3.80	3.10
Greenwich,.....	31.08	2.06	Weston,.....	2.15	2.15
Huntington,.....	7.48	4.93	Westport,.....	1.57	1.42
Monroe,.....	3.70	3.69	Wilton,.....	5.08	4.45
New Canaan,.....	4.03	3.91			
New Fairfield,.....	3.11	3.08			
Newtown,.....	3.55	3.55	23 towns,.....	6.59	4.06

*Of taxable property appropriated for Public Schools, in mills and roots.

†Of taxable property appropriated for Public Schools by town tax, in mills and roots.

The amount paid for each child enumerated and in average attendance is given in the following table :

TABLE XIX.

TOWNS.	Paid for each child enumerated.	Paid for each child in average attendance.	TOWNS.	Paid for each child enumerated.	Paid for each child in average attendance.
Bridgeport,.....	\$11.15	\$21.17	Norwalk,.....	\$11.89	\$21.87
Danbury,.....	9.95	18.91	Redding,.....	7.62	21.17
Bethel,.....	11.46	16.83	Ridgefield,.....	12.86	21.30
Brookfield,.....	11.09	18.96	Sherman,.....	10.08	18.09
Darien,.....	12.09	24.80	Stamford,.....	13.58	27.22
Easton,.....	15.59	27.65	Stratford,.....	12.88	27.50
Fairfield,.....	13.08	25.49	Trumbull,.....	10.98	19.32
Greenwich,.....	9.89	24.55	Weston,.....	7.47	15.84
Huntington,.....	13.54	22.90	Westport,.....	6.94	16.81
Monroe,.....	10.30	17.68	Wilton,.....	9.11	19.32
New Canaan,.....	11.66	21.22			
New Fairfield,.....	10.25	20.93			
Newtown,.....	10.74	19.42	23 towns,.....	\$11.29	\$21.72

The cost for each child in average attendance varies from \$32.83 in Stamford to \$16.08 in Westport. The tax rate in the former is 5.42 mills and in the latter 1.31.

The following table shows the average expense per capita of the population in the years 1870, 1880, and 1890, and the cost per each child enumerated and registered, and an average attendance for the State :

TABLE XX.

Year.	Average expense per capita of population.	Cost for each child enumerated.	Cost for each child registered.	Cost for each child in attendance.
1866		\$5.94	.....	\$13.79
1867		8.14	.....	17.98
1868		8.44	\$10.49	18.08
1869		10.23	12.05	20.97
1870	.....\$2.09	11.83	13.41	23.69
1871		11.70	13.23	23.98
1872		10.95	12.56	22.95
1873		11.60	13.44	24.08
1874		12.08	13.52	23.98
1875		11.81	14.17	23.22
1876		11.54	13.10	22.13
1877		10.99	12.63	20.87
1878		10.90	12.59	20.52
1879		10.05	11.65	19.14
1880	..... 2.12	10.57	12.37	20.14
1881		10.31	12.41	20.43
1882		10.69	12.90	21.46
1883		9.94	12.33	19.85
1884		10.21	12.47	19.86
1885		10.31	12.40	19.72
1886		10.35	12.54	19.73
1887		10.76	13.12	20.89
1888		10.90	13.40	20.82
1889		11.17	13.83	21.34
1890	..... 2.49	11.69	14.72	22.26
1891		11.53	14.42	22.05
1892		12.30	15.40	23.77
1893		12.47	15.70	24 26

The largest item of expense is teachers' wages. The following table shows the average monthly amount paid to teachers in the several towns :

TABLE XXI.

TOWNS.	Male.	Female.	TOWNS.	Male.	Female.
Bridgeport,.....	\$150.00	\$49.39	Norwalk,.....	\$96.67	\$46.39
Danbury,.....	117.60	41.65	Redding,.....	26.50	25.14
Bethel,.....	95.00	39.25	Ridgfield,.....	31.66	34.26
Brookfield,.....		31.00	Sherman,.....		25.24
Darien,.....	60.00	50.00	Stamford,.....	114.71	48.18
Easton,.....	22.00	22.07	Stratford,.....	120.00	40.33
Fairfield,.....	59.28	38.68	Trumbull,.....	39.00	42.58
Greenwich,.....	63.57	40.35	Weston,.....	27.35	25.00
Huntington,.....	62.33	37.02	Westport,.....	45.00	36.04
Monroe,.....		30.00	Wilton,.....	33.11	28.50
New Canaan,.....	90.00	32.30			
New Fairfield,....	30.66	29.20			
Newtown,.....	48.00	28.92	23 towns,.....	\$77.99	\$42.56

Teachers' wages.

In Bridgeport women receive the highest wages per month, \$48.56, and in Weston the least, \$20.41. The average for 66 men is \$78.87, and for 518 women, \$41.38, and the average wages for both is \$45.60 per month.

The amounts paid teachers are not in most cases regulated by any system. The money is apportioned to the districts and as much as is not needed for fuel and incidentals goes to the teacher.

The following is a comparison of these wages with the average yearly earnings in a few common industries :

Boots and shoes,	. . . . .	\$536.87
Boxes,	. . . . .	382.00
Clocks,	. . . . .	583.00
Cotton and woolen textiles,	. . . . .	377.09
Hosiery and knit goods,	. . . . .	347.00
Paper and paper goods,	. . . . .	422.29
Rubber goods,	. . . . .	420.80
Teachers,	. . . . .	450.00

It appears that the teachers of this county are not paid more than the average laborer.

If we deduct from the totals the three towns of Bridgeport, Danbury, and Stamford, the average wages for the county are less than any of the industries mentioned above.

It can be justly said that persons who begin to teach without preparation and without much knowledge are not

Value of teachers
services.

deserving of larger wages than the average attained. Indeed, they ought not to be employed at all. Those who have substantial qualifications deserve much more. The teacher who instructs children thoroughly in their earliest years cannot be paid too much.

The low estimate of the value of teachers is due to the indifference of the majority of people to public education. Popular estimate of teachers. Probably this apathy is in its ultimate analysis the result of unsatisfactory teaching. The public mind, dulled by seeing bad teaching so long is positively disqualified for appreciating anything good. Intelligent people do not know what is meant when the immense value to a community of a cultivated and accomplished teacher is urged. There is no public sentiment which distinguishes at once between an accomplished teacher and any man or woman who calls himself by the name of teacher. Teachers themselves acquiesce in the state of things which they find, and admit that any man who declares himself a teacher is a teacher, and treat him accordingly.

The management of schools is entirely in the hands of local authorities. Management of Schools. In two towns, Bethel and Stamford, a town committee is elected, and this committee appoints the teachers and regulates the expenses and cares for the buildings. Bridgeport has a special charter under which the amount of school expenditure is regulated by the financial board of the city. This removes financial control from the school authorities to an outside body,—a plan by no means beneficial to schools, nor in the long run economical.

Two towns, Stamford and Bridgeport, employ superintendents who supervise the teaching and direct the government of the schools. Superintendent. In Bridgeport the selection of teachers is not in the hands of the superintendent. The selection of teachers by a man competent to judge of the necessities of the school and the qualifications of the teacher does not commend itself to most school boards. There is just enough patronage in the selection of teachers to make educational politics attractive.

School Boards.

The schools in other towns are managed by the school visitors and district committees with the success that divided counsels and uncertain responsibility surely entail.

Suggestion of examination.

At a meeting of the Fairfield County Teachers' Association held in Bridgeport in May, 1891, a committee was appointed to report on the condition of the schools in the county.

This committee made a report, which will be found in the report of the State Board of Education for 1892-3, pages 217-229. This committee requested the State Board of Education to examine the schools of the county and print the report. In response to this request and in pursuance of the plan of the Board to ascertain the condition of public schools as required by law, the examination was made and a few of the results are printed on pages 400-445.

The questions were few and the results given in the tables are confined to arithmetic and English. The reason for exhibiting Arithmetic fully is that so much time is given to the subject. It occupies a third or a half, perhaps more, of the school life of the children. Rules are learned, examples explained, and sums ciphered out, for years, and the result is meager and sterile.

It is instructive to consider the English. A few requirements—the use of period, question mark, etc., are easily learned, and yet it appears that the children have not been introduced to them.

If the result in reading could be tabulated it would astonish the friends of schools. The children have no books, and the teachers, under a mistaken conception of the method of teaching reading, suffer children to leave school without knowing how to read, and without a desire to read.

The writing has been exhibited in former reports.

QUALITY OF EDUCATION.

Tests.

The inquiry made by the agents into the work actually done in schools was intended to test in a simple way the quantity and quality of the education given,—to determine whether the schools are efficient or not. In former reports

the results have been arranged under schools and districts, but in this report the ages of the children are the basis of arrangement.

The compilation made from the papers obtained will be found in the tables.

In considering these schools we must take into account Difficulties. local circumstances and difficulties. They may have been caused by circumstances for which neither the school officers nor teachers nor scholars were to blame. But the office of the agents is to give plain and accurate reports. The fact that peculiar circumstances have contributed to poor schools in a particular locality may excuse the failure but ought not to withhold the knowledge of the imperfections so that they may be repaired. Certainly neither suppression of faults, nor excuses, nor undeserved praise ought to shelter a state of things or a system under which it is possible for this or that local hindrance to render a school inefficient and to waste the time of children.

The business of the agents is not to make out a case either Work of agents. for or against anything, but to report the condition of schools and of teaching as they are evolved under a system, and so to furnish grounds for judging the system. Certainly if everything were represented as hopeful or prosperous so as to prolong poor teaching or wasteful expenditure, then a delusion is fostered and prolonged and the children again suffer. The picture should be faithful and vivid and frank.

It is often ungracious to state the truth, but consideration and indulgence for faults, the virtues of the private man easily become the vices of the public servant. We often enter schools where the purpose of the teacher is good, perhaps high, but she has no knowledge of what to teach or how to teach. It may not be her fault that she is in the school. Here it is easy to bear witness to earnestness and zeal and pass over in silence lack of discipline and total failure of instruction. It is lamentably true that little children are neglected while the teacher is actively employed with the older children, or that the bright children are getting all the attention while the plodders are wasting their

time. It is easy to fasten to the good and to commend it in such cases and suppress the evident failure to fulfill the purpose of the school. Here is a positive and palpable fault, and it should be noted and corrected. A matter-of-fact statement should be made of this and it should be so stated that it will correct the fault.

Special Report.

The following is the special report of Mr. S. P. Willard, who gave the tests and obtained information in eleven towns, viz :

TO MR. CHARLES D. HINE, *Secretary* :

SIR, — Following your instructions the schools in Fairfield county have been visited by agents of the board.

This report refers to the eleven towns which were assigned to me. As far as it was possible to do so the school visitors, often at a serious inconvenience to themselves, accompanied the agent in these visits, and for their hearty co-operation and assistance he desires to express his gratitude.

In these towns were city, village, and country schools, graded and ungraded, representing manufacturing and farming communities. The visits were made for the purpose of getting at the actual condition of school instruction and management. No attempt was made to compare one town with another, nor one school with another, but to learn, if possible, whether the instruction given was such as would develop the minds of the children, lead them to think, gain useful knowledge, and apply this knowledge.

It is an old story, but none the less true, that the teacher makes the school, and that the school can be no better than the teacher. Little, however, is done to assist her. None of these towns employ a superintendent, and in most of the graded schools the principal's time was almost wholly occupied with his own classes. The majority of the teachers, therefore, were left to their own devices and methods. Of these teachers a little more than one-third had attended high schools, some of these only for a short time; about one-fifth were graduates of Normal schools. Many were excellent teachers. There is progress in education, and there is an increasing demand for better teaching. But the fact is apparent that there is still a great loss resulting from ignorance

of educational principles and right methods. The teacher comes to the school without any previous experience in teaching, sometimes directly from the high school, with no knowledge of an ungraded school, and again, she may have been one of the pupils in this same school the previous term. She must experiment with the children and the classes until she can hit upon a satisfactory arrangement.

This is uneconomical and unpedagogical, and it is always the children who suffer.

In one school visited a beginner had been in charge for three days, and was still completely at a loss how to classify the children, or how she was to teach them. Another teacher, of some experience, had thirty classes to hear each day, though half that number would have answered, as several of the pupils really belonged in one class but were called out individually and made to recite the lesson alone. In still another school there were three pupils over 15 years of age, and only one had studied interest, and he but for a little while, and under a former teacher. One girl, nine years old, was still in the first reader, and two others, nine and ten years old respectively, were in the second reader.

These are only a few of the instances which indicate the waste that is going on. Some plan which would give these schools the benefit of intelligent supervision would do more to increase the efficiency than perhaps any other one thing.

The progressive teacher is coming to realize more fully the interdependence of studies. History and Geography should go in parallel columns. The history of man has been largely shaped by natural causes, such as climate, soil, animal and vegetable life. Science explains to the child the mysteries of ocean currents, winds, and climate. The lessons of history are enforced by literature. Especially is this true of American history, the study of which should be in every school. Drawing is simply another mode of expression. This does not mean that there are to be too many studies, but each study helps to present the others, and the mind is taught to seek for cause and effect.

But while many teachers are attempting this, more do not seem to realize the value of such a course, or if they do, make no effort to enter upon it.

It is difficult for the teachers to break away from the text-book. This is not because they do not wish to do so, but because they

do not know how. As long as one small book is the sole source of information of geography and history it will be very difficult to break up the memoriter method of recitation and to lead pupils to make original observations and deductions. Facts they will obtain, but no power to use them. The committing to memory numberless facts and dates is not the purpose of studying history, but to acquire a genuine taste for historical reading and study. The study of geography should give the child a picture of countries, appearance of the inhabitants, their customs and occupations; not a list of places, areas, and boundaries. It is here that the use of the school library becomes apparent.

A somewhat particular inquiry was made about school libraries, and their bearing on the work in history and geography, and as to how much the pupils were directed in their reading. In one of the towns visited every school had a library, small, but carefully selected. In two other towns most of the districts were supplied with libraries. In the eight remaining towns there were 65 schools, and 49 of these had no library — some of these not even a dictionary. There were no free public libraries in the towns. Two or three towns had public libraries, for the use of which a fee was charged. In four of the towns there were 27 districts, and only two had libraries. The supply of reading matter must come from the home or from the Sunday-school library.

But it is not enough that the pupils have access to books. They must be helped in making selections. The teacher must indicate the books which pertain to the lessons at hand. She must have intimate knowledge of the contents of the books, and should know, also, what facilities the pupils have for obtaining information at home.

It appeared that very little attention was given to supplementing the work in geography and history by readings from contemporaneous literature. Few of the schools had any books which could be used, and in some of these no attempt was made to use them.

But few of the teachers made any serious attempt to direct the reading of their pupils. Many of them suggested books which would be worth the child's while to read, but the suggestion seemed to end the teacher's concern in the matter.

The pupils in the schools visited were asked to make a list of the books which they had read. The following list represents the reading in one town of all the children over nine years of age

that were present on the day of the visit. The titles of some of the books may not be accurate, but they are as the children wrote them.

In this town not one of the districts had a library. There was no public library. There were two small Sunday-school libraries, from which many of the books evidently came :

Girl 15 years old, had read, To and fro, On the beach, The dirty child, The little daisy, The cry boy, Five little peppers and how they grew.

Boy 12 years old, had read Robinson Crusoe, The pathfinder, Young America, Mother Goose rhymes, The children's delight, Lalla Roohk, Uncle Tom's Cabin, The little hunchback, Sinbad the sailor, Comfort, Rip Van Winkle, The modern queen, Sunshine, Wild Adventures in wild places.

Boy 11 years old, had read Robinson Crusoe, Sinbad the sailor, Alibada and the forty thieves, Youths' Companion.

Boy 13 years old, had read Five little peppers and how they grew, Hilda and the doll, Fairy tales, The prize, Little Dimple's album, Bright days.

Boy 12 years old, had read Youths' Companion, Robinson Crusoe.

Boy 10 years old, had read Robinson Crusoe.

Girl 12 years old, had read Robinson Crusoe, Little players, Snow flakes, Signal boys, Little Willie.

Boy 14 years old, had read Youths' Companion, Our boys, Mr. Gladstone, Little friends, The little boys' journal, The lone mountain road, Rollo at school.

Girl 10 years old, had read Great African traveller.

Girl 10 years old, had read nothing.

Girl 10 years old, had read nothing.

Girl 14 years old, had read The Bible and her history.

Girl 12 years old, had read nothing.

Girl 13 years old, had read The Bible.

Girl 15 years old, had read Next door and two papers.

Boy 12 years old, had read Jolly little stories.

Girl 12 years old, had read Youths' Companion, Little men, Jo's boys, How they kept their faith, Old fashion girl, Nimpo's trouble, Hugh Worthington.

Girl 11 years old, had read nothing.

Girl 14 years old, had read Harper's young people, Youths' Companion, Cobbler's daughter, Robinson Crusoe, Chatterbox, Frank Leslie's Popular monthly, Fireside gem.

Boy 10 years old, had read only the weekly newspapers.

Boy 12 years old, had read Golden days, Century, Pickwick papers, Nicholas Nickleby, Tony the hero, Youths' Companion.

Boy 11 years old, had read only the weekly newspapers.

Girl 12 years old, had read Will Foote, Little Dot, Happy days of childhood, The sunny side, Chatterbox.

Girl 10 years old, had read The Christ child, Evenings at home, Children in the woods, The little Lord Jesus, The red, white, and blue.

Girl 14 years old, had read Wolf glen, Edith Vernon, The sunny path, Elsie Disbrow.

Girl 13 years old, had read Hugh Atherton, Chautauqua girls, Milly's little wanderer, Uncle Tom's Cabin, Youths' Companion.

Girl 10 years old, had read nothing.

Girl 13 years old, had read Will Forest, Harry and Phil, Guy's life lesson, The golden life, Exploring expedition to Rocky mountains.

Boy 12 years old, had read nothing.

It will be noticed that nearly one-third of the pupils put themselves down as not having read any books.

In all the schools in this town the alphabet and oral spelling were made the basis of teaching reading. The school visitors had authorized but one series of readers. There were no books, maps, nor globes to supplement the text-books in geography and history.

The following is a list of books given by pupils in an ungraded school in another town. In this district was a library, and the teacher had directed the general reading of the pupils.

A girl 12 years old, had read Jimmy's shoes, Five little peppers.

A girl 12 years old, had read Five little peppers, Rose in bloom, Little women, Little men, Youths' Companion, Ragged Dick, Careless Kate, Silver Cup, Midway, Little brown hen, Black beauty.

A boy nearly 9 years old, had read Little men, Aesop's fables, Little women, Ragged Dick, Five little peppers, Youths' Companion, Rags and tatters, The disobedient mouse, Fame and fortune, The girl who ran away, Nursery rhymes, Ten years from to-night, Little brown hen, My boyish mind.

A boy 13 years old, had read Ragged Dick, Boys on the road from long ago till now, Timothy's quest, Boots and saddles, Little men, Little women, Jo's boys, Five little peppers, Five little peppers midway, Harper's Magazine, Youths' Companion.

A boy 14 years old, had read Jo's boys, Little men, American history stories, Ragged Dick, Sea tales, Robinson Crusoe, Robinson Crusoe of the 19th Century, In darkest Africa, Stories about Jesus, Stories about Abraham Lincoln.

A boy 11 years old, had read Ragged Dick, Golden rule, Peck's bad boy, Boots and Saddles, Five little peppers, Five little peppers midway, Huckleberry Finn, Little men, Little women.

A girl 11 years old, had read Dora Kemper, Little women, Little men, Breaking away, American household, Old fashion girl, Eight cousins, Ragged Dick, Golden heart, Seek and find, Rose in bloom, Will Foster of the ferry.

A boy 12 years old, had read Jo's boys, Little men, Little women, Peck's bad boy.

A girl 14 years old, had read Ragged Dick, Little St. Elizabeth, Little women, Little men, Jo's boys, Little Lord Fauntleroy, Five little peppers, Robinson Crusoe, Arabian Nights, Sea queen.

A girl 13 years old, had read Little women, Little men, Jo's boys, Five little peppers, Ragged Dick, Fame and fortune.

A girl 15 years old, had read Little women, Jo's boys.

The library in this school numbered nearly one hundred volumes of useful books. It was gathered through the efforts of the teacher, who has succeeded in interesting the pupils in good reading. With all her earnestness and zeal, however, she had failed to make the library tributary to history and geography.

Compare the foregoing list with the meager and inferior reading done by pupils in one room of a graded school in the same town:

A boy 12 years old, had read Housewife, Flukey (dime novel).

A boy 12 years old, had read The James boys lost (dime novel).

A boy 14 years old, had read Good news.

A boy 10 years old, had read nothing but the newspapers.

A boy 10 years old, had read nothing but the newspapers.

A boy 12 years old, had read Youths' Companion, Jack and the bean stalk.

A boy 14 years old, had read History of the great civil war, Skiney,

the tin peddler (dime novel), Muldoon's Hotel (dime novel),
Pictorial History of the United States.

A boy 12 years old, had read Ben's nugget, Conscience.

A girl 13 years old, had read A history of United States, Visit
of Santa Claus.

A girl 11 years old, had read A history of United States, Yankee
Doodle, Three blind mice, Merry times, Disobedient mouse,
Sleeping beauty, Beauty and the beast, Fireside Companion.

S. P. WILLARD.

The report of Mr. M. A. Warren is given below :

TO CHARLES D. HINE, *Secretary* :

SIR,— The examination of the schools of Fairfield county reveals their need of skilled supervision. That need exists, not only in the rural districts, but in most village graded schools as well. In the rural districts the teacher is wholly unaided ; in many graded schools he is practically so. What is needed is a constant, skilled, and kindly authority, which shall direct the teacher, and which shall see to it that each child is regular in attendance, is provided with books, and is receiving adequate instruction. If it be said that such supervision is impossible until the district system be abolished and free text-books provided, the answer is that those objections are details.

Of the twenty-three towns of Fairfield county, nine (Brookfield, Easton, Monroe, New Fairfield, Sherman, Redding, Weston, and Wilton) have no graded schools. If to these nine towns we add such parts of others as are similarly situated (*i. e.*, the rural portions of every other town in the county, Bridgeport and Stamford excepted), we have a territory wherein exists a distinct class of schools working under distinct conditions. Every teacher at work within this territory must do his work unaided. He has no superintendent or principal-teacher with whom he may advise. He has no associates with whom he may confer ; he has no school library or apparatus from which to get books to make vivid the study of geography and history, or to make plain some elementary law of nature ; there are no teachers' meetings. If these schools are good, they are good because the teacher needs no supervision. If they are poor, the question arises, Might they not be made better if the teacher were properly supported ? Schools of this class, by your direction, are treated separately in this re-

port. Wherever the word "ungraded" is used, it is used to designate schools of this class.

But more remains to be said: the territory called ungraded must be enlarged. For the fact is, that many teachers at work in many graded schools of two, three, or four departments are practically unsupported and undirected in their work. These schools show no better results than schools of a single department. Indeed, many a country ungraded school may be instanced as doing better work than many village graded schools. We must add, therefore, to our long list of country teachers who stand in need of helpful supervision another considerable number of teachers at work in graded schools whose need of direction is fully as great. When we have made this addition, we shall have a class of workers, about one-half of the total number, who are working without direction.

Fairfield county, then, is divided, educationally, into two distinct portions: 1. That territory within which the children may attend schools taught and managed by a single teacher; 2. That territory within which children may attend schools where the teacher has the direction and support of a skilled supervisor and not unfrequently the direction and support of departmental instructors. The question is, Are the children of one territory getting advantages which the children of the other do not have? If so, then the condition of affairs is unequal.

Let us turn to the tables which follow and in their illumination study that question. Bridgeport is the first town named. Bridgeport, however, has no ungraded schools. Every school in town is conducted by two or more teachers, and must therefore be classed as graded. All teachers follow, more or less closely, a course of study; all are visited by a superintendent and departmental instructors. The next town, and, indeed, the only other town in the county which provides like conditions to every school within its limits is Stamford. That is to say, in Stamford every teacher, both in city and country, is visited by a superintendent and departmental instructors, follows more or less closely the same course of study, and attends more or less regularly teachers' meetings. In Stamford there are several ungraded schools. If these ungraded schools of Stamford, having had for three or four years the advantages of skilled supervision under town management, show better results than those of other towns which lack that supervision, what follows? Either that these advantages

should be taken away from Stamford, or that other towns should likewise have them. The State is bound to treat all alike.

Let us inquire with what success the schools in question teach writing. Not penmanship, but the ability to express thought. In order to get at the amount and kind of instruction they have received, let us test their familiarity with the technique. Doubtless, the four things of most importance in the art are to know that a sentence must begin with a capital and close with a period, that proper nouns and the pronoun I must be written with initial capitals. Tests of the ability of the pupils to do this were made in all the schools visited. They were made by dictating the six following sentences to be written by pupils :

Does John know which pencil to use?

No, he is writing with Mary's pencil.

The fourth day of the week is Wednesday.

You and I wear shoes.

The scholars all said: "Two and two are four."

Whose knife is this?

As will be seen, there are fourteen chances for the pupil to err : there are six sentences any one of which begun with a small letter counts a failure ; there are four sentences to be followed with periods ; there are three proper nouns to be begun with capitals, and there is one instance of the use of the pronoun I. The uses of the interrogation point, the possessive apostrophe, and the quotation-marks, some of which are more difficult to master, we are not now considering. Nor do we now consider the spelling.

Turning now to the tabular summary of the town of Stamford, and adding the number of errors on the four points there given, we find, on reducing to the basis of 100 pupils, that, omitting fractions, 47 errors were made. Turning next in succession to the nine towns which have no graded schools, and taking the corresponding figures and submitting them to the same operation, we obtain results which may fairly be called interesting. Monroe, the town making the best showing, has 100 errors to her 100 pupils, or more than twice as many as Stamford. Easton, the town next lower in rank, has 139 failures to her one hundred pupils, while the average for the nine towns is 169 errors to the hundred pupils. The results arranged in alphabetical order are as follows :

Town having Supervision of its Un-graded Schools, under Town System:	Nine towns having none but Un-graded Schools, and having no Skilled Supervision. All managing their Schools under District System:
Stamford, 47	Brookfield, 223 Easton, 139 Monroe, 100 New Fairfield, 167 Redding, 160 Sherman, 207 Weston, 216 Westport, 152 Wilton, 161 Average, 169

We must bear in mind that these figures apply, in every case, to ungraded schools. The only difference between one town and the others is that in the one town the teachers feel the continuous support of a man whose entire business it is to see to it that their work brings results, while in the other towns the teachers lack that feeling of support.

I may add, as a matter of interest, that in the graded schools of Stamford the failures are but 22 per hundred pupils.

Even in the same town we sometimes find painful contrasts. There are towns in Fairfield County, having one or two graded schools, under the care of a supervising principal, and at the same time outlying rural schools which have practically no supervision. The question is, How do the two classes of schools compare? In other words, Are these towns treating all their children alike well?

Town A has, since it was visited, abolished its school districts and assumed immediate management of its schools. Whether it has as yet placed all its schools under the care of a single skilled supervisor—one who gives all his time to the work—does not appear. Doubtless that step will follow in time. Whatever is said, consequently, of the former condition of the schools is said with this understanding,—that possibly the same contrasts are not to be found now.

In town A was found, a mile or so away from the elegant village school building, a mean little schoolhouse, with mean appointments. The desks were of the box pattern and were embellished with carvings, decent and indecent. The teacher made complaint of the great irregularity of attendance, endorsing on one paper,

"Five years since he first went to school, but probably hasn't averaged more than two years during that time." Similar statements made concerning other pupils.

Many pupils were unable to write well enough to take the primary examination; only nine in all attempted it. Out of that nine, six failed; one did fairly well, and two did as well as did pupils of the same age in the village school. Now, if the principal of the graded school, or some other person equally competent, had had for the last half-dozen years charge of the rural school as well as his own, and had done his duty, none of these ill conditions could possibly have prevailed. Irregular attendance would have been investigated; penmanship would have been taught to the little children on convenient desks; teachers would not have been frequently changed, and, if they were, the same method and system would have gone on unchanged. At all times the teachers would have felt the support of the supervisor.

Let us compare the one graded school of the same town with the ten ungraded schools in the single matter of penmanship. Here and there among the papers of the ungraded schools are to be found papers on which the penmanship is as good as the penmanship on the papers of the graded school, but it is plainly the average of success which indicates the teaching. That average we find to be in the ungraded schools only 35 per cent., while in the graded schools it is 83 per cent. That is to say, that out of 100 pupils in the ungraded schools, 35 pupils write currently and legibly, while out of 100 pupils in the graded school, 83 write currently and legibly.

Compare the condition of the two classes of schools in this same town with respect to the teaching ability of the instructors. This can be done with some exactness, for note was made of the language, manner, cheerfulness, education of the teacher; note also was taken of the appearance of the pupils, the conveniences and condition of the schoolroom and school buildings, and all with reference to the question whether each child is getting his rights. How, then, are the children of this town being treated? Are they all getting their rights, and are their rights equally respected in the two classes of schools?

The teachers of neither class of schools in town A were faultless: there is this difference, however; — the nine teachers of the supervised school know what they are aiming at, while the ten teachers of the unsupervised school have never yet heard that there is any-

thing at which to aim. That is simply saying, that the nine teachers are directed in their work, while the ten teachers are working without direction. It is also saying that the time of the 500 children in the graded school is put to a fairly good use, while the time of the 200 children in the ungraded schools is almost wasted.

Descending to particulars and studying the written descriptions of the work being done by each teacher in Town A, we find these things noted to praise and criticise of the graded school: some of the teachers lack cheerfulness; of one it is recorded that the order was not very good and that she seemed to have too much the idea of assigning and hearing lessons; yet all were hard at work and some were models; of the entire establishment it would be said that it is a good school; the order in passing through the halls was good.

Coming now to the description of the work of the teachers of the ten ungraded schools, we find it said of only one that her work was fair; that one is a graduate of a (Mass.) Normal School. All the rest were "hearing lessons"; they were not teaching. Two were waiting with a sweet patience for the children to learn their lessons; one was absent "necessarily," — taking examinations, it was reported, in a professional school, while his younger brother, a boy of about seventeen, was going through the routine. To several classes which read perfunctorily from texts in history or physiology no instruction was given either on the subject-matter or on the reading, except possibly the mispronunciation of a word; in only one or two instances was there shown ability to express thought with the pen; the penmanship, as has already been said, averaged very low; the air was stifling; the outhouses would better be left undescribed. Perhaps the one worst fault of the ungraded school is the neglect of the little children.

Town A, then, divides her children into two classes: the one class she houses in a fine brick building; warms them with steam-heat, provides them with comfortable desks, provides them with good teachers, makes every surrounding such as would have a good influence upon children, directs a supervising principal to look after their rights. To the other class, with inconsiderable exceptions, she gives no one of these advantages. Moreover, if a little child, as he sometimes does, attempts to cross the line and to smuggle himself into the graded school, he is driven back again. Wickedness like that does not long go undiscovered in

Town A. And these two classes of schools are under the direction of the same school authorities, are discussed in the same annual town report, and are maintained by the same tax-paying citizens.

THE TEACHING OF ARITHMETIC.

In every school tests in number and arithmetical problems were given, and made in five divisions, — the first three being trials of mental ability, the last two consisting of written work. They were as follows :

- | | | |
|----------|---|----------------------------|
| Mental, | { | 1. Memory Work. |
| | | 2. Fractions. |
| | | 3. Number Stories. |
| Written, | { | 4. Fundamental Operations. |
| | | 5. Problems. |

In the tabular statements which follow the questions under each of the five divisions are set opposite the figures showing failures. A few words of explanation may, however, be necessary.

Two sets of "Number Stories" were used, only one, however, being used in any one school. They were as follows :

SET A.

1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?
2. It is now 10 minutes after ten, what time was it five minutes ago?
3. Alice had twelve oranges, how many can she give away and keep four?
4. I have ten cents to spend for 2 cent stamps, how many can I buy?

SET B.

1. Henry had 25 cents and spent 10 cents for a writing-book. The rest he spent for oranges at 3 cents each. How many did he buy?
2. How many school days in four weeks?
3. John had 24 marbles. He lost $\frac{1}{4}$ of them. How many did he have left?
4. Draw line one inch long?

The problems given were as follows :

1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?
3. Henry had 40 cents. His sister had $\frac{4}{5}$ as many. How many had his sister?
4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years?

5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box?
6. Henry has attended school 450 days, John has attended school 109 days. How many more days has Henry attended than John?
7. A man uses 124 envelopes in a month. How many will he use in 6 months?
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars did he receive each month?

The problems of the Advanced Examination were as follows:

1. At the rate of $37\frac{1}{2}$ cents a peck, what will 1,850 bushels of wheat cost?
2. If $12\frac{1}{2}$ pounds of sugar cost \$1, how many pounds can be bought for 60 cents?
3. What is the interest of \$300 from to-day to Jan. 1, 1894, at 5%.
[In some cases the question called for the interest on \$250 at 8% for the same time.]
4. Calling 8 hours a day's work, how much will a man earn in 5 days and 6 hours at \$1.50 a day?
5. $(2489 \times 120 - 98) \div 39 = ?$

Good results should follow the teaching of arithmetic. There is but one other subject to which so much time is given in our ungraded schools, and no subject on which more care is bestowed in our best graded schools. In our country schools arithmetic is a fetish: no subdivision of the book and no problem in the book may be omitted; "to go through the arithmetic" is the ambition of the child and the ambition of the parent for the child. The time given to this subject and to the older pupils who are pursuing it is a rank robbery of the younger pupils who need to be taught to read. Let us see, then, what results follow the teaching of a subject to which so much care and time is given.

In the Memory Test we find the average failure per hundred to be 17 for the graded, and 27 for the ungraded schools. The following table shows how many out of every hundred failed:

		G.	U.			G.	U.
Bridgeport,	. . . .	17		New Fairfield,	. . . .		36
Danbury,	. . . .	15	28	Newtown,	. . . .	24	38
Bethel,	. . . .	13	8	Norwalk,	. . . .	16	
Brookfield,	. . . .		16	Redding,	. . . .		23
Darien,	. . . .	9	14	Ridgefield,	. . . .	10	18
Easton,	. . . .		35	Sherman,	. . . .		45
Fairfield,	. . . .	45	31	Stamford,	. . . .	11	20
Greenwich,	. . . .	10	20	Stratford,	. . . .	9	21
Huntington,	. . . .	18	30	Trumbull,	. . . .	19	47
Monroe,	. . . .		25	Weston,	. . . .		24
New Canaan,	. . . .	17	32	Westport,	. . . .		36
				Wilton,	17.		

The failures per cent. on the eight problems of the easier examination (see page 358) are as follows:

Town.	G.	U.	Town.	G.	U.
Bridgeport,	38		New Fairfield,		53
Danbury,	23	46	Newtown,	45	52
Bethel,	43	63	Norwalk,	31	
Brookfield,		49	Redding,		54
Darien,	24	41	Ridgefield,	22	56
Easton,		47	Sherman,		63
Fairfield,	58	47	Stamford,	29	38
Greenwich,	38	48	Stratford,	32	55
Huntington,	34	49	Trumbull,	26	62
Monroe,		49	Weston,		44
New Canaan,	39	62	Westport,		55
			Wilton, 35.		

Other comparisons may readily be made from the tables. The conclusion that can be drawn is that arithmetic, in the sense of following the book, is not wholly a failure in the graded and ungraded schools of Fairfield county; but that, in a higher sense, the teaching of arithmetic in both the graded and ungraded schools comes far short of doing what it ought for the child. Our teachers follow the book, they study "methods" and "devices," but they do not study the child. Whether the subject to be taught bears any relation to knowledge already the child's; how to fasten the new to the old so as to make the old completer and the new welcome; whether this subject would not be better omitted and that taught rudimentarily; how to secure drill on the tables until the memory work be completely done; how to so treat this lesson as to clarify and not to obscure the child's judgment; questions like these do not seem to disturb the great majority of our teachers. To illustrate:

One of the tests given was this question: What is the interest, at 5%, of \$300 from to-day to January next? Ought not a moment's thought to show to any child that the answer could not possibly be more than fifteen dollars? If the question be asked in March, are not the remaining months eight,—are not the remaining eight months two-thirds of a year, and consequently must not the result be about ten dollars? When an estimate like that is so easily formed,—when the power to form it gives its possessor such conscious strength and is of so much more value than mere figuring, then a failure to teach it is a failure to teach arithmetic.

Absurd answers to that question come from graded and ungraded schools alike. Nor will they ever cease until, by the ex-

clusion of useless subjects and intricate problems, book-work is reduced one-half and time is gained for the teacher to teach and for the pupils to grow.

THE TEACHING OF READING.

Of every child we say, at some point in his career, that he has learned to read. We do not mean, when we say it, that he can read everything; we mean that he readily understands what he sees on the page, provided the thought be within his comprehension.

For what is reading? Reading is the gathering of thought from the printed or written page. The one condition on which the eye continues to gather is that the mind continues to enjoy. Reading matter must therefore be fresh. The child should read many books after he has learned to read. In one school in the State the number of books read within a year was fifty; but that school is not in Fairfield county.

Oral reading must not be neglected in our schools. Much drill on a few pieces and some drill on many others is necessary; but such drill is not reading; it is an exercise in elocution or articulation; real reading is the mastery of the printed page; it may be silent or oral; usually it is silent.

All teaching of reading is therefore easily divisible into two parts: (1) teaching the child to read; and (2) guiding him in his reading. The first part should be accomplished with the average pupil in a comparatively short time. Bright pupils have learned to read within a year and within even less time. As to how this first part of the work should be accomplished, much has been written and more said. The tabular statements which follow will declare, in a general way, how it is done in Fairfield county. No comment is made upon those tabular statements; attention will be limited to the second part of the work, — the guidance of the child after he has learned to read.

When the child has once learned to read, it is plain that he should be encouraged to read, that he should be guided in his choice of books, and that he should be encouraged to talk about books. Thus do we inform his mind and cultivate his judgment and taste. Next to the teaching of morality, this work is the most important the teacher can do for the child. Every child in these days of cheap books has a right to be so guided. The poorer the home of the child, the greater the obligation resting

upon his school. The question is, How much of this work are the schools of Fairfield county doing? The answer to that question is, The graded schools are doing something and doing more and more; the ungraded schools are doing nothing, nor do they see the need of doing anything.

In every school in Fairfield county the question has been asked whether any attention is given to silent reading. Answers to that question will be found in tabulated form in the pages which follow. In this connection, inquiries were also made as to whether any books for class reading supplementary to the authorized reader were provided. If there were a district library, a catalogue was secured, and inquiries were made as to the use and condition of the books. Catalogues of Sunday-school libraries and the town library, if any, were, when possible, secured. The practical summary to all these inquiries is this: In the graded schools something is being done to direct the reading of the child; in the ungraded schools such direction is unknown.

What is done to teach reading is well illustrated by the children themselves. If a visitor ask to hear reading, the children begin to search for their reading books. These books have been traversed again and again; they yield no further information or enjoyment; much of the book, perhaps, is known by heart; yet, the children expect to "read" from these books; they would think it not a little unusual and perhaps unfair, if asked to read from another book, although that other book were well within their powers. No doubt, a single book well mastered, and until mastered, is necessary while a child is learning to read; no doubt, single pieces in a single book should be well practiced for *elocutionary* and *enunciatory* drill after the child has learned to read: the point is that neither is reading, and that, in this sense, very little real reading is taught in our country schools and not enough in our graded schools. It seems to be thought no part of the teacher's duty to lead the child to read after he has been taught to read.

Whenever a defect in school work is pointed out, there is always at hand a ready reply: There is no time to do differently. That reply is not, however, applicable here. Unless it be arithmetic, there is no subject to which more time is given. The average child spends four or five years in school, the largest share of which time is given to reading. Clearly, it is not time which is wanting here: what is wanted is somebody to supervise, who

shall get books somehow and encourage and show the teacher how to use them.

Of the graded schools of Fairfield county (not now including those of Bethel, Darien, Norwalk, or Ridgefield), those of Bridgeport and Stamford seem to be doing most to teach real reading. This is not saying that other towns are doing nothing; it is saying that these towns are doing something. In Bridgeport, for example, books are regularly passed on from school to school by direction of the superintendent. At least two school principals have bookcases in their rooms within which to store books borrowed from the free town library. In Stamford, the principals give entertainments to secure funds for the purchase of books and periodicals. The spirit prevailing in the last-named place is illustrated by the remark of one of the principals, who said, "I owe my start in life to a teacher who loaned me a book, saying, 'I think you will like to read it.' "

We have now briefly passed in review the schools of Fairfield county with respect to their success in teaching reading, writing, and arithmetic. Schools which do not successfully teach the three R's can never be called good. We find that most supervised graded schools are teaching these three branches well; we find a few unsupervised ungraded schools here and there which are doing good work. We do also find that many graded schools of two or three departments which are practically unsupervised, and most ungraded schools which are wholly unsupervised, are doing very poor work. We find, moreover, that almost all teachers of the latter class are grateful for suggestions, and we find reason to believe that all who are worthy to continue their work would welcome the aid which competent supervision would furnish. The question is, Ought not the State to furnish such helpful supervision, and at once?

M. A. WARREN.

Arithmetic.— It will be well to consider the results secured in arithmetic. This is the so-called “practical” branch, and to the worship of this subject is given fully half the recitation and study of most children from the time they enter school until they leave.

1. The example, “104—25,” was given, and the children of 10 answered with the following result :

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	442	173	Norwalk, . .	89	24
Danbury, . . .	122	35	Redding, . .	12	4
Bethel, . . .	38	16	Ridgefield, . .	..	..
Brookfield, . .	10	3	Sherman, . .	5	4
Darien, . . .	..	..	Stamford, . .	159	42
Easton, . . .	6	2	Stratford, . .	9	1
Fairfield, . . .	16	11	Trumbull, . .	17	8
Greenwich, . .	40	10	Weston, . . .	..	..
Huntington, . .	47	15	Westport, . .	22	11
Monroe, . . .	4	1	Wilton, . . .	..	..
New Canaan, .	26	15			
New Fairfield, .	6	3			
Newtown, . . .	19	10		1,089	388

2. The example, *John's father is thirty years old, his mother is five years younger; how old is his mother?* was given to children of 10 with the following result :

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	423	62	Norwalk, . .	94	7
Danbury, . . .	112	10	Redding, . .	8	0
Bethel, . . .	16	1	Ridgefield, . .	7	2
Brookfield, . .	10	0	Sherman, . .	3	1
Darien, . . .	3	1	Stamford, . .	34	14
Easton, . . .	6	2	Stratford, . .	2	1
Fairfield, . . .	21	4	Trumbull, . .	8	1
Greenwich, . .	36	9	Weston, . . .	3	0
Huntington, . .	24	3	Westport, . .	22	6
Monroe, . . .	2	0	Wilton, . . .	6	0
New Canaan, .	11	3			
New Fairfield, .	6	1			
Newtown, . . .	19	7		876	135

3. *A schoolroom is 6 yards and 2 feet long, How many feet long is it?* was given to children 11 years old, with the following result :

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	492	287	Norwalk, . .	83	38
Danbury, . . .	145	84	Redding, . .	8	4
Bethel, . . .	36	23	Ridgefield, . .	25	13
Brookfield, . .	9	6	Sherman, . .	5	5
Darien, . . .	4	2	Stamford, . .	184	92
Easton, . . .	6	1	Stratford, . .	17	11
Fairfield, . . .	37	25	Trumbull, . .	12	8
Greenwich, . .	50	36	Weston, . . .	2	0
Huntington, . .	37	27	Westport, . .	24	20
Monroe, . . .	10	9	Wilton, . . .	6	4
New Canaan, .	31	27			
New Fairfield, .	3	3			
Newtown, . .	23	18		1,249	743

4. The following problem was given to children of 12 years of age. It must be remembered that this is the last of the years of compulsory education.

Henry has 40 cents. His sister has $\frac{4}{5}$ as many. How many has his sister?

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	484	280	Norwalk, . .	101	55
Danbury, . . .	155	60	Redding, . .	4	3
Bethel, . . .	25	12	Ridgefield, . .	15	12
Brookfield, . .	6	6	Sherman, . .	4	3
Darien, . . .	9	5	Stamford, . .	164	65
Easton, . . .	9	4	Stratford, . .	20	10
Fairfield, . . .	23	15	Trumbull, . .	10	6
Greenwich, . .	63	52	Weston, . . .	6	4
Huntington, . .	26	17	Westport, . .	23	13
Monroe, . . .	3	1	Wilton, . . .	3	0
New Canaan, .	28	22			
New Fairfield, .	7	5			
Newtown, . .	17	9		1,205	659

5. The following example was also given to children of 15:
3 is what per cent. of 12?

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	115	87	Norwalk, . .	22	16
Danbury, . . .	35	21	Redding, . .	..	..
Bethel, . . .	2	2	Ridgefield, . .	9	7
Brookfield, . .	2	2	Sherman, . .	..	..
Darien, . . .	3	2	Stamford, . .	14	4
Easton, . . .	..	..	Stratford, . .	5	4
Fairfield, . . .	11	9	Trumbull, . .	3	3
Greenwich, . .	7	3	Weston, . . .	..	..
Huntington, . .	4	2	Westport, . .	3	3
Monroe, . . .	2	2	Wilton, . . .	5	4
New Canaan, . .	1	0			
New Fairfield, .	..	..	
Newtown, . .	2	1		245	172

6. The following example was given: *Multiply 609 by 28.*

Below is the result of children of 13 years of age — the last year they are obliged to spend any part of the time in school:

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	391	130	Norwalk, . .	60	12
Danbury, . . .	139	22	Redding, . .	5	1
Bethel, . . .	25	6	Ridgefield, . .	4	1
Brookfield, . .	1	0	Sherman, . .	4	1
Darien, . . .	10	4	Stamford, . .	140	41
Easton, . . .	7	2	Stratford, . .	14	4
Fairfield, . . .	10	3	Trumbull, . .	8	2
Greenwich, . .	21	4	Weston, . . .	3	1
Huntington, . .	12	1	Westport, . .	15	6
Monroe, . . .	4	1	Wilton, . . .	4	1
New Canaan, . .	19	5			
New Fairfield, .	7	4			
Newtown, . .	17	5		920	257

7. The following example was also given to children of 13, with the result indicated: *5 is what part of 20?*

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	391	116	Norwalk, . .	56	40
Danbury, . . .	139	61	Redding, . .	..	..
Bethel, . . .	8	7	Ridgefield, . .	6	2
Brookfield, . .	1	1	Sherman, . .	4	2
Darien, . . .	6	4	Stamford, . .	140	28
Easton, . . .	4	2	Stratford, . .	14	3
Fairfield, . . .	32	10	Trumbull, . .	8	6
Greenwich, . .	5	5	Weston, . . .	4	4
Huntington, . .	12	2	Westport, . .	4	4
Monroe, . . .	4	2	Wilton, . . .	7	6
New Canaan, . .	19	7			
New Fairfield, .	..	..	
Newtown, . . .	19	11		883	323

8. The following example in interest was given to children of 14: *What is the interest at 5, (6, or 8) per cent. of \$300 to January 1 (next year)?*

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	196	143	Norwalk, . .	21	7
Danbury, . . .	31	11	Redding, . .	2	2
Bethel, . . .	..	..	Ridgefield, . .	8	4
Brookfield, . .	7	2	Sherman, . .	..	..
Darien, . . .	4	3	Stamford, . .	24	10
Easton, . . .	2	2	Stratford, . .	12	8
Fairfield, . . .	19	6	Trumbull, . .	5	2
Greenwich, . .	22	13	Weston, . . .	..	..
Huntington, . .	20	1	Westport, . .	5	3
Monroe, . . .	3	2	Wilton, . . .	4	2
New Canaan, . .	5	3			
New Fairfield, .	2	2			
Newtown, . . .	3	1		395	227

9. The following example was given to children of 15 :
At the rate of 37½ cents a peck, what will 1,850 bushels of wheat cost ?

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	118	50	Norwalk, . .	17	10
Danbury, . . .	35	11	Redding, . .	..	..
Bethel,	8	5	Ridgefield, . .	9	3
Brookfield, . .	3	2	Sherman, . . .	..	..
Darien,	3	2	Stamford, . .	14	3
Easton, . . . .	..	..	Stratford, . .	5	3
Fairfield, . . .	12	3	Trumbull, . .	3	2
Greenwich, . .	9	6	Weston, . . .	..	..
Huntington, . .	6	1	Westport, . .	3	2
Monroe,	2	0	Wilton, . . .	5	3
New Canaan, . .	1	0			
New Fairfield, .	5	4			
Newtown, . . .	2	0		260	110

Language.—Turning to tests in English, the following sentence was dictated to children of 12 years old: “*Whose knife is this?*” The object was to ascertain whether the children had been taught the use of the question mark. The following is the result :

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	517	199	Norwalk, . .	145	34
Danbury, . . .	159	54	Redding, . .	5	4
Bethel,	25	14	Ridgefield, . .	12	7
Brookfield, . .	8	8	Sherman, . . .	6	5
Darien,	17	10	Stamford, . .	164	42
Easton,	9	4	Stratford, . .	20	8
Fairfield, . . .	33	23	Trumbull, . .	10	9
Greenwich, . .	64	35	Weston, . . .	11	8
Monroe,	3	0	Westport, . .	23	17
New Canaan, . .	19	12	Wilton, . . .	3	2
New Fairfield, .	7	7			
Newtown, . . .	24	13		1,284	515

Four sentences (see page 358) were dictated to children of 12, to ascertain whether they would use the period correctly, with the following result :

Town.	Tried.	Failed.	Town.	Tried.	Failed.
Bridgeport, . .	517	83	Norwalk, . .	145	22
Danbury, . . .	159	29	Redding, . .	5	1
Bethel, . . .	25	9	Ridgefield, . .	12	4
Brookfield, . .	8	5	Sherman, . .	6	3
Darien, . . .	17	8	Stamford, . .	164	30
Easton, . . .	9	2	Stratford, . .	20	5
Fairfield, . . .	33	17	Trumbull, . .	10	7
Greenwich, . .	64	19	Weston, . . .	11	8
Huntington, . .	32	4	Westport, . .	23	13
Monroe, . . .	3	0	Wilton, . . .	3	0
New Canaan, . .	19	2			
New Fairfield, .	7	4			
Newtown, . .	24	10		1,316	285

Conclusions. 1. There is real progress, but it is rather in material appliances than in teaching. More books, better houses, better desks, better ventilation, but very little better teaching.

2. It has not been found that teachers resent or dislike superintendence that is judicious and kindly. They are glad to have their work estimated, criticised, and directed. Always they are glad to know what can be done to improve their schools. There ought to be a superintendent for each town or group of towns. Contiguous towns might unite in case one town would not occupy the time of a superintendent.

3. The actual superintendence of schools consists of two visits in a term by an acting visitor. He tests neither the quantity nor quality of the education. His first visit cannot determine whether the teaching is good and the management efficient; his last visit is too late to remedy any mischief that has been gathering. Under the present system teachers are not directed, restrained, nor inspected; they do what is right in their own eyes. The majority being untrained and inexperienced, the children suffer all the penalties of want of knowledge, want of skill, and want of experience.

4. In some towns the wages will not secure competent teachers.

5. Many of these teachers are quite young — eighteen to twenty. It is noticeable that there is the greatest disproportion between the positive and disconnected information they possess and the real mental acuteness and intelligence they exhibit. These teachers know and can apply intricate rules of syntax, give accurately all the bays and capes of the world and their localities, and many other details of geography, as well as many dates in history, and are often acute at sums in arithmetic; but they have read no history, and have absorbed no literature; they cannot write a page without blunders of form and style, taste and expression, and they cannot express in well-chosen language what they think they know and assume to know. Study of the best English authors and much reading of these authors, should be made a part of the curriculum of every school. This would be one step toward bringing the common school teacher into close sympathy with educated people.

6. The teachers having entered school without preparation have two immediate resources:

(a) They may teach as their teachers taught, *i. e.*, well or ill.

(b) They may follow text-books.

The method of learning by rote the words of a book and committing illustrative examples or formulae is most common. It is the easiest for the teacher because it requires only the possession of a book which he can hold and read. It is really easiest for the children because it attacks them at the point of least resistance.

7. The great practical obstacle has been the difficulty of settling the qualifications of teachers, and determining how teachers should be employed. There has been no settled policy in this State with reference to qualifications or employment. Children have paid the penalty for a system which is acknowledged to be defective, but is acquiesced in as irremediable.

8. Many teachers have had no preparation for or instruction in the art they are to practice beyond what they have gathered from their own teachers, observed in others, or what their own sagacity and rectifications or errors at the expense of the children have enabled them to discover for themselves. They are often ready to acknowledge their own shortcomings and inferiority. Sometime, at the loss of much time on the part of scholars, they do good and even superior work. It is sad to see such teachers achieving less than their ability and energy deserve because they are untrained. They do not keep all children, and particularly little children, profitably and constantly employed. They teach as they were taught, and their teaching is unskillful. For such teachers there should be the study of the best books, the visiting of good schools, and teachers' meetings.

9. Teachers' examinations have been characterized in other reports. There is an increasing number who aspire to and attempt something valuable. There are many who are alert amid the discouragements of their trying and ill-established position. All should be obliged to have a guarantee of competency instead of a literary test. Literary tests should be sought in other and larger sources than the elements of an education.

10. None of the time of children should be unprofitably employed. When we see how short is the time which children have to pass in school, how long are the vacations, how irregular is their attendance, how many subjects they are obliged to gain a little knowledge of, we realize that not a moment of their time should be wasted.

Children well instructed to thirteen years of age should go forth to write and to speak, to think and to work with open eyes. They may be ignorant of the date of the battle Cherubusco, but they can have some bright visions of American statesmanship and some inspiring recollections of duty sublimely done. They may not know all about physics and chemistry, but they will know something of the laws

which govern their lives and of the facts which constitute modern progress.

They may not know physiology, but they will know a good deal about the conditions of physical health. They may be ignorant of alleged arithmetic, but they will know something of weighing and measuring. They may never have seen a Second, Third, Fourth, or Fifth Reader, but they will read with pleasure, because with intelligence, the simple prose and poetry of their own country, and possibly will be able to sing its songs. Their whole intellectual life will have been started into activity and the duty of this Commonwealth to its children will have been discharged.

It is the highest value of this training that it will have a direct bearing on the everyday and ordinary life of the people. It will secure a connection between the education of school and the education of life—a connection not always discoverable.

CHARLES D. HINE.

EXPLANATION OF TABLES.

All the schools in Fairfield county have been visited. In the twenty-three towns of the county are 241 schools (each room being counted one school), and the tables are compiled from the written work of the pupils. The purpose of these visits was to learn the methods of instruction *used*, the qualifications of the teachers, the help afforded them by the school authorities, the general interest in education manifested by the community, and all other facts of educational interest as far as they could be learned from the School Visitors and teachers.

The plan was to spend one session in each school. In the graded schools less time was spent in the primary rooms, as no time was used in dictation work. During the first part of the session the teacher pursued the regular program, showing plan and method in developing the lessons and in instructing the pupils. Opportunity was also afforded to judge of the teacher's success in government, and her manner in obtaining these re-

sults. During the latter part of the session the pupils were asked to put some work on paper. Paper and pencil were placed before every pupil in the school, and they were asked to write the date, place, school, name, age, and how long they had attended school. This latter fact was usually found by obtaining from the children the age at which they first began to attend school; no pupils were considered as having attended before they were five years of age. These facts having been recorded, those pupils who had attended school at least four years and who had not studied interest were given some sentences to write at dictation, followed by a short exercise in mental and written arithmetic. On a separate sheet of paper they were asked to write a short story about "Rain," or "How do we breathe."

The younger pupils were asked to copy some sentences on their paper, the object being to find out how many had been taught to use script, capital letters, and periods. To the older pupils — those who had studied interest — arithmetic work was given which was somewhat more advanced than that given to the other pupils. In their English work they reproduced the fable of the "Arab and the Camel."

After the English work had been finished, the pupils were asked to write, as far as the time would permit, the names of the books, periodicals, and papers which they had read.

Then, following the line of the questions below, the statistics of the school, the education and experience of the teacher, the methods used in various studies, and the books and apparatus supplied the school, were found by conversation with the teachers, school authorities, and by observation. Particular inquiry was made concerning the opportunities offered the children for obtaining reading matter outside of their text-books, and whether they were assisted and encouraged to make good use of such reading matter.

SCHOOL BLANK. — Date of Visit, . Town, . District, .
 Grade or Department, . Sittings, . Number enrolled, .
 Present, . Number enrolled in January, 189 .
Teacher. — Name, . Length of Service, . In District, .
 Education, . State Certificate, . Attended Normal School, .
 Graduated at Connecticut Normal School in 18 . Does teacher make any
 special preparation of lessons?
Classes. — If graded school, number of class below High School, . Is
 there any program?

No. Grade*	No. Classes	No. Daily Recitations	No. Pupils in each class	Average Age	Time per week	No. Grade	No. Classes	No. Daily Recitations	No. Pupils in each class	Average Age	Time per week
First Reader							A				
Second Reader						Geography	B				
Third Reader							C				
Fourth Reader											
Fifth Reader						Spelling	A				
	A						B				
Arithmetic	B					Writing	C				
	C					Language					
	D					Physiology					
Grammar	A					Elementary Science					
	B					Drawing					
	C					Singing					
History	A										
	B										

* When school is graded give number or name of grade in this column.

Reading.—1. What method used with beginners? 2. What instruction is given? 3. Is blackboard used? 4. Script? 5. Describe the reading, 6. Is attention given to reading at sight? 7. To silent reading? 8. Are supplementary readers used? 9. By whom furnished? 10. Do beginners copy words? 11. Do children like to read? 12. Are any means used to direct the reading of children? 13. Are children limited to one book? Remarks:

Writing.—1. Are lessons given from board? 2. When do children begin to learn to write? 3. Does the teacher give lessons? 4. What use is made of copy books? [Obtain specimens of writing.]

Spelling.—1. Is spelling written? 2. In what classes? 3. Is oral spelling used in teaching reading? 4. Is any instruction in *Phonics* given? 5. Describe method of teaching. Remarks:

Arithmetic.—1. Is "Number" taught? 2. Is mental arithmetic taught? 3. Are children quick in the common operation of arithmetic? 4. Is there facility in the use of numbers? 5. What attention is given to definitions and rules? 6. What book is used? 7. What subjects are omitted? 8. Describe the method of teaching both "number" and "arithmetic." Remarks:

Grammar.—1. Are there copying and dictation exercises? 2. Any other language exercises? 3. How much language work before text-book is used? 4. How is grammar taught? 5. Do children speak and write correctly?

Elementary Science.—1. Is instruction in Elementary Science given? 2. Describe the course, if any, and give particulars, 3. Is Science connected with Geography or Physiology?

Physiology.—1. Is instruction given to all grades or classes? 2. What text-book used? 3. Are the laws of health and thrift taught in a useful way? 4. Is the subject taught as a branch of Science? 5. What attention is given to "stimulants and narcotics"?

United States History.—1. Number who will in the year finish the common school studies. How many weeks are devoted to this study? 2. In what grades or classes are the pupils studying it? How many pupils? 3. Is attention given to historical geography? Is the subject taught by topical method? Is the subject taught by memorizing? 4. Have the scholars access to other historical authorities than the text-books? 5. Are scholars directed in their historical reading? 6. Is the history of Connecticut specially taught? 7. How many pupils are taught anything about Government and the right and duties of citizenship? 8. Are there any books in school library illustrating this subject? 9. How is it taught? 10. How is historical knowledge tested?

Geography.—1. Is Geography taught? 2. To how many orally? To how many in connection with text-book? To how many classes? 3. How much time per week is given to the subject? 4. How many books in the course? 5. How many books in the library to which children can be directed for information on this subject? 6. In what way

- are such books used? . Is any attempt made to render the subject anything more than a mere effort of memory? . What methods of hearing recitations used by the teacher? . The method of instruction? . Does discipline result? . Is there likely to be useful information? . 4. If any oral work is done, what plan or method is pursued? . With what year or grade does it begin? . When is the book taken up? . 5. Is map drawing required? . By what system? . Is there intelligent reading of maps? . 6. Are there any collections or means of illustration? . 7. Any apparatus or means to assist geographical imagination? . 8. Is moulding-board used? . 9. Is there any plan other than that found in the text-book? . 10. Does the teacher make any preparation for the lesson? . 11. Which side is made most prominent, physical or political? . 12. Has Historical Geography any place? . 13. Commercial Geography? . 14. How is geographical knowledge tested? . 15. Are scholars interested?

General.—1. Is any attention given to exercise or gymnastics? . 2. Is there anything like busy work? . Are the children interested? . 3. Illustrate teacher's method of instruction, . Is there "good order"? . How maintained? . The general character of the school? . 4. Is there any systematic attempt at ventilation? . Is thermometer used in regulating the heat of room? . 5. Are teachers' meetings held? . How often? . 6. Have School Visitors prescribed any rules as to management? . Studies? . Classification? . Discipline? . 7. Are teachers' examinations oral or written? . Give all possible information concerning these examinations? . 8. Registers? . How is average attendance obtained? . Is there any system of dropping absent scholars after a certain number of days? . Give all possible information bearing upon accuracy and fullness of register? . 9. How many days in the year is school open? . How many possible attendances? . The total number of days made by . pupils? . 10. Is interest taken in school by parents and others? . If you say yes, how is it manifested?

Libraries.—1. Is there a school library? . Number volumes? . Catalogue? . 2. Character of books, . 3. How are the books used? . 4. Does teacher direct the reading of the children, especially in regard to supplementary work in Geography, History, Elementary Science?

5. Is there a town library? . Is it free? . Catalog, . 6. Do children have access to it? . How many of the pupils use it? . 7. Is any attempt made to get books suitable for children? . 8. Does teacher help children in selecting their books? . 9. How many S. S. Libraries? . Get catalogs. . 10. Character of books. . How many pupils in this school use them? . 11. Does teacher have access to any educational or pedagogical works? . 12. Are there any in the public or school libraries?

The questions given the less advanced pupils were as follows:

Arithmetic, Mental—

$$7+8; 18+6; 13-5; 35-9; 8 \times 7; 6 \times 9; 72 \div 8; 17 \div 5;$$

$$\frac{1}{3} \text{ of } 12; 5 \text{ is what part of } 20; \frac{1}{2} + \frac{1}{4}; \frac{2}{3} + \frac{1}{6}.$$

Also the following number stories:

If three apples cost 9 cents, how many can be bought for 15 cents?

How many school days in four weeks?

John had twenty-four marbles. He lost one-fourth of them. How many did he have left?

Draw a line three inches long.

Arithmetic, Written—

The numbers were dictated to the pupils, and they were asked:

Add 367, 20, 263, 109, 8. Subtract 25 from 104.

Multiply 609 by 28. Divide 546 by 3.

Then to each pupil was given a slip of paper with the following examples printed thereon:

1. John's father is 30 years old. His mother is five years younger. How old is his mother?

2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?

3. Henry has 40 cents. His sister had four-fifths as many. How many had his sister?

4. A wood-cutter cut down 245 trees one year, 78 the next year, 325 the next year, and 238 the fourth year. How many trees did he cut down in four years?

5. William put into his money-box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money-box?

6. Henry has attended school four hundred fifty days. John has attended school one hundred nine days. How many more days has Henry attended than John?

7. A man uses 124 envelopes in a month. How many will he use in 6 months.

8. A man receives 664 dollars for 8 months' work. He receives the same number of dollars for each month. How many dollars did he receive each month?

The pupils were given all the time needed to work these examples. They were asked to write at dictation the following:

i, u, t, h, a, o, y, F, L, O, B.

Does John know which pencil to use? No, he is writing with Mary's pencil.

The (fourth) day of the week is (Wednesday).

You and I wear shoes.

The scholars all said, "Two and two are four."

Whose knife is this?

Busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.

The results of this work are shown in tables on pages 350-351

In this table the results are grouped under the different ages of the children in all the schools of each town.

To the more advanced pupils, the questions in arithmetic were as follows:

Mental—

$\frac{1}{2} + \frac{1}{4}$; $\frac{2}{3} + \frac{1}{6}$; $\frac{2}{3} - \frac{1}{6}$; 3 is what per cent. of 12?

What is 10% of 30?

Written—

Write and find the sum of 423, 669, 87, 538, 75.

Work out the following questions:

1. At the rate of $37\frac{1}{2}$ cents a peck, what will 1,850 bushels of wheat cost?

2. If $12\frac{1}{2}$ pounds of sugar cost \$1, how many pounds can be bought for 60 cents?

3. What is the interest of \$300 from to-day to Jan. 1, 1894, at 5%?

4. Calling 8 hours a day's work, how much will a man earn in 5 days and 6 hours at \$1.50 a day?

5. $(2,489 \times 120 - 98) \div 39$?

The results of this work are shown in tables beginning on page 400, where the results are grouped under the different ages of the pupils in each town.

TABLES.

Table I gives the education of teachers, and so far as this can be obtained by observation and inquiry the method of instruction in Reading.

Table II gives the results in History, pages 376-385.

Table III gives the results in Geography, pages 386-399.

Table IV gives the results of actual tests in Arithmetic and English, pages 400-445.

Table V gives the facts relating to Buildings, pages 446-455.

TOWN.	TEACHER.							CLASSES.		READING.
	Education.	State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; months.*	Length of service in district; months.*	Number of classes.	Number of daily recitations.	Method used.
A										
1	Academy,.....	no	no	no	yes.....	20	20	26	35	word.....
2	Normal,.....	no	yes	yes	yes.....	250	40	16	20	word.....
3	Public School, ..	no	no	no	yes.....	40	40	26	26	word.....
4	Public School, ..	no	no	no	for older pupils	68	68	17	21	alphabet.....
5	Academy,.....	no	no	no	yes.....	120	30	16	19	word.....
6	Public School, ..	no	yes	no	sometimes....	50	20	14	25	alphabet.....
7	Public School, ..	no	no	no	no.....	90	40	18	25	alphabet.....
B										
1	{ High Sch'l (3), Pub. Sch'l (3), Priv. Sch'l (1), }	o	3	3	yes.....	†700	†350	†10	†10	word and sentence
2	Private School, ..	no	no	no	yes.....	150	10	13	16	alphabet....
3	High School, ..	no	no	no	yes.....	10	10	17	20	word and sentence
4	Public School, ..	no	yes	no	yes.....	70	10	20	21	word and sentence
5	Private School, ..	no	no	no	for high. class in arith. and geog.	3	3	21	19	alphabet.....
6	High School, ..	yes	yes	yes	no.....	10	10	32	30	alphabet.....
7	Public School, ..	no	yes	no	yes... ..	30	3	16	17	word and sentence
8	Public Sch'l (2),	o	2	1	yes.....	†75	†20	†15	†16	word and sentence
9	High School, ..	no	no	no	yes.....	55	55	26	23	word and sentence
10	Private School, ..	yes	yes	yes	yes.....	10	10	25	17	word and sentence
11	{ Priv. Sch'l (2), Pub. Sch'l (1), }	o	1	1	yes....	†160	†110	†47	†57	word and sentence
12	{ Academy, (1), Pub. Sch'l (1), }	o	o	o	yes.....	†55	†30	†14	†17	words and letters
13	Private School, ..	no	no	no	occasionally....	40	40	22	20	words and letters
14	Private School, ..	no	no	no	no.....	20	20	31	35	words and letters
15	{ College (1), .. High Sch'l (1), }	o	1	1	"gen. prepares grammar" (1) yes (1).....	†170	†26	†15	†17	alphabet.....
16	College,	no	yes	yes	for some of them	80	20	24	28	word and sentence
17	Seminary,	no	no	no	yes.....	43	43	17	17	word.....
18	Public School, ..	no	yes	no	yes.. ..	100	30	18	24	word and letters
19	Public Sch'l (2),	o	1	o	yes.....	†220	†140	†16	†16	word and sentence

* A school year is called 10 months.

† Aggregate.

‡ Average.

TABLE I.—TEACHING AND SUPERVISION.

Is script used?	READING.			WRITING.		Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
	Is oral spelling used?	Is supplementary reading used?	Is reading of children directed?	What use is made of copy books?			What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visitors?	
yes	yes.....	no.....	no.....	lessons.....	no.....		Acting Visitors	no	no.....	A 1
yes	yes.....	no.....	no.....	lessons.....	no.....		"	"	"	2
no	once a week	yes.....	yes.....	lessons.....	no.....		"	"	"	3
yes	yes.....	a little...	no.....	lessons.....	no.....		"	"	"	4
yes	yes.....	history...	yes.....	for older pupils	no.....		"	"	"	5
yes	yes.....	papers...	no.....	in part.....	no.....		"	"	"	6
no	yes.....	geography	no.....	lessons.....	no.....		"	"	"	7
yes	yes.....	yes.....	yes.....	not used.....	In primary room		Act. Visitor, Principal	yes	no.....	B 1
no	yes.....	histories..	no.....	older pupils..	no.....		Acting Visitor	no	no.....	2
yes	no.....	yes.....	no.....	for a part of the lessons	no.....		"	"	"	3
yes	a little..	yes.....	a little..	in part.....	no.....		"	"	"	4
no	yes.....	no.....	no.....	lessons.....	no.....		"	"	"	5
yes	in part..	no.....	a little..	not used.....	very little..		"	"	"	6
yes	no.....	a little...	.....	three quarters of each lesson	yes.....		"	"	"	7
yes	no.....	yes.....	a little..	lessons in 2d grade	yes.....		"	"	"	8
yes	yes.....	yes.....	yes.....	lessons.....	no.....		"	"	"	9
yes	no.....	yes.....	yes.....	not used.....	yes.....		"	"	"	10
no	yes.....	no.....	not often	lessons.....	yes.....		"	"	"	11
yes	yes.....	in higher grades	no.....	lessons.....	in prim'y r'm once a week		"	"	"	12
yes	yes.....	books...	not much	lessons.....	yes.....		"	"	"	13
yes	yes.....	no.....	no.....	lessons.....	no.....		"	"	"	14
no	yes.....	no.....	no.....	lessons.....	once each week		"	"	"	15
no	yes.....	books, papers	no.....	lessons.....	no.....		"	"	"	16
yes	no.....	yes.....	.....	in part.....	yes.....		"	"	"	17
no	yes.....	history cards	no.....	lessons.....	exercise songs		"	"	"	18
yes	no.....	history...	no.....	lessons.....	in higher room		"	"	"	19

TOWN.	TEACHER.				CLASSES.				READING.	
	Education.	State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; months.*	Length of service in district; months.*	Number of classes.	Number of daily recitations.	Method used.
C										
1	{ Academy (1), Pub. Sch'l (1) }	o	o	o	yes (1).....	†260	†110	†15	‡22	alphabet.....
2	{ College (1), Priv. Sch'l (1) }	o	o	o	yes.....	†200	†200	†14	‡15	alphabet.....
3	Academy,.....	no	no	no	yes.....	70	3	17	21	word and letters
4	Public School..	no	no	no	no.....	110	30	24	36	alphabet.....
D										
1	Academy,.....	no	no	no	"Not always "	140	15	18	25	alphabet.....
2	Public School,.	no	no	no	no	6	3	33	34	word and letters
3	Academy,.....	no	no	no	"yes"	30	5	24	37	word and letters
4	Academy,.....	no	no	no	for some classes	15	3	20	32	alphabet.....
5	Private School,.	no	no	no	"as it is necessary "	100	40	24	43	alphabet.....
E										
1	Public School,.	no	no	no	mathematics, lang., history	30	10	21	34	word
2	Private School,.	no	no	no	very little	40	15	29	46	words and letters
3	Public School,.	no	no	no	"many times "	60	10	20	29	word and letters
4	High School,.	no	no	no	yes.....	10	1	16	24	word
5	High School,...	no	no	no	yes.....	(a)	(a)	(a)	(a)	word
6	Public School,.	no	no	no	"looks up exam. in higher cl's"	12	6	19	31	alphabet.. ...
7	Private School,.	no	no	no	yes.....	31	30	21	35	words and letters
F										
1	Private School,.	no	no	no	yes.....	10	10	28	47	alphabet.....
2	Private School,.	no	no	no	yes	9	9	24	33	alphabet.....
3	Seminary,	no	no	no	no	15	4	22	27	alphabet.. ...
4	Seminary,	no	no	no	no	6	6	15	33	alphabet.....
5	Public School,.	no	no	no	no	58	4	13	15	alphabet.....
6	Public School,.	no	no	no	no.....	84	16	21	37	word.....
7	Public School,.	no	no	no	yes	40	10	26	29	words and letters
G										
1	{ Academy (2), College (1),...	2	2	2	yes (3).....	†304	†45	†14	‡12	printed words
2	High School,...	yes	yes	yes	yes	30	20	24	26	words and sentence.

* A school year is called ten months.

† Aggregate.

‡ Average.

TABLE I.—TEACHING AND SUPERVISION.

363

READING.				WRITING.		SUPERVISION.			TOWN.
Is script used?	Is oral spelling used?	Is supplementary reading used?	Is reading of children directed?	What use is made of copy books?	Is attention given to gymnastic exercises?	What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visitors?	
no	yes . . .	yes	yes	practice.....	marching...	Acting visitor	no	no	C 1
no	yes	yes	yes	lessons.....	very little...	"	"	"	2
no	yes	yes	little...	lessons.....	no.....	"	"	"	3
no	yes	history...	yes	lessons.....	no.....	"	"	"	4
no	yes	no.....	yes	lessons.....	no.....	Acting visitor	no	no	D 1
no	yes	no.....	no.	lessons... ..	no.....	"	"	"	2
no	yes	no.....	no	lessons.....	a little	"	"	"	3
no	yes	no.....	no	lessons.....	no.....	"	"	"	4
no	yes	history, newspaper	no	lessons.....	no.....	"	"	"	5
no	yes	no.....	in history	older pupils for lessons	with younger pupils	Acting visitors	no	no	E 1
no	yes	no.....	yes	lessons.....	no.....	"	"	"	2
yes	yes	older pupils	very little	lessons.....	no.....	"	"	"	3
no	yes	no.....	no	lessons.....	no.....	"	"	"	4
(a)	(a)	no.....	no	lessons.....	(a)	"	"	"	5
no	yes	no.....	no	lessons.....	no	"	"	"	6
no	yes	no.....	no	lessons.....	no	"	"	"	7
no	yes	history...	no	lessons.....	no.....	Acting visitors	no	no	F 1
no	yes	yes	no	lessons.....	no.....	"	"	"	2
no	yes	no.....	no	lessons.....	no.....	"	"	"	3
no	yes	no.....	no	lessons.....	no.....	"	"	"	4
no	yes	no.....	no	lessons.....	no.....	"	"	"	5
yes	yes	no.....	no	lessons.....	no.....	"	"	"	6
yes	yes	no.....	no	lessons.....	no.....	"	"	"	7
no	yes	yes	yes	in upper room for practice	yes.....	Acting visitors	no	no	G 1
yes	yes	yes	no	in part for lessons	occasionally.	"	"	"	2

(a) Teacher has had but 3 days' experience, had not arranged her classes and could not give complete information.

TOWN.	TEACHER.							CLASSES.		READING.
	Education.	State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; months.*	Length of service in district; months.*	Number of classes.	Number of daily recitations.	Method used.
3	Public School, ..	no	yes	no	no.....	80	3	15	21	word and letter
4	High School, ..	yes	no	no	"as necessary"	70	30	24	30	word and letter
5	Private School, ..	no	no	no	yes.....	150	100	22	25	word and letter
6	Seminary,	no	no	no	yes.....	120	10	25	33	word.....
7	College,	no	no	no	no.....	200	30	21	23	word.....
8	Public School, ..	no	no	no	yes.....	60	10	22	20	word and tetters
9	Public School, ..	no	no	no	for language lessons.	50	20	21	20	word, sentence and letters
10	Public School, ..	no	no	no	very little	90	20	13	18	word and letters
11	Public School, ..	no	no	no	generally.....	3	3	26	26	word.....
12	Public School, ..	no	no	no	no..	15	12	18	23	word and letter
H	Public School, ..	no	yes	no	yes.....	23	3	24	20	sentence.....
2	Private School, ..	no	no	no	yes.....	110	30	18	22	alphabet.....
3	High School, ..	no	no	no	yes.....	23	3	19	21	alphabet.....
4	{ College (1), .. Pub. Sch'l (1), }	o	o	o	in part.....	†80	†40	‡15	‡17	alphabet.. ...
5	Public School, ..	no	no	no	yes.....	130	33	19	20	words and letters
6	Public School, ..	no	no	no	for some.....	60	3	21	24	words and letters
7	High School, ..	no	no	no	no.....	30	30	22	24	words and letters
8	Private School, ..	no	no	no	in arithmetic..	3	3	18	19	.....
I	Public School, ..	no	no	no	yes..	30	8	24	33	alphabet.....
2	Public School, ..	no	no	no	no.....	60	16	20	22	alphabet.....
3	Public School, ..	no	no	no	no.....	10	10	20	28	alphabet.....
4	Public School, ..	no	no	no	no.....	12	1	14	17	alphabet.....
5	Private School, ..	no	no	no	yes.....	350	40	18	27	alphabet.....
6	Public School, ..	no	no	no	yes.....	90	20	15	26	sentence.....
J	Public School, ..	no	no	no	yes.....	110	10	18	22	.....
2	High School, ..	no	no	no	no.....	30	30	15	42	alphabet.. ...

* A school year is called 10 months.

† Aggregate.

‡ Average.

TABLE I.—TEACHING AND SUPERVISION.

READING.				WRITING.	Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
Is script used?	Is oral spelling used?	Is supplementary reading used?	Is reading of children directed?	What use is made of copy books?		What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visitors.	
no	yes	yes	yes	lessons	no	Acting Visitor	no	no	3
yes	yes	yes	a little..	lessons	no	"	"	"	4
yes	yes	yes	yes	in part for lessons	a little	"	"	"	5
no	yes . . .	yes	a little..	in part for lessons	occasionally	"	"	"	6
no	no	a little . . .	no	in part for lessons	no	"	"	"	7
no	no . . .	yes	a little..	in part	yes	"	"	"	8
no	yes	yes	a little..	half the time..	yes	"	"	"	9
no	yes	yes	no	lessons	no	"	"	"	10
yes	no	yes	a little..	lessons	once a week	"	"	"	11
no	yes	yes	yes	older pupils..	marching . . .	"	"	"	12
yes	no	no	yes	in part for lessons	yes	Acting Visitor	no	no	H 1
no	yes	yes	very little	lessons	no	"	"	"	2
no	yes	yes	a little..	lessons	no	"	"	"	3
no	yes	yes	no	lessons	no	"	"	"	4
no	yes	no	no	lessons for older pupils	no	"	"	"	5
no	yes	no	no	lessons	no	"	"	"	6
no	yes	no	no	lessons for older	no	"	"	"	7
no	yes	no	no	lessons	a little	"	"	"	8
no	yes	no	no	lessons	no	Acting Visitor	no	no	I 1
no	yes	no	no	lessons	no	"	"	"	2
no	yes	no	no	lessons	no	"	"	"	3
no	yes	no	no	lessons	no	"	"	"	4
no	yes	no	no	lessons	no	"	"	"	5
no	yes	no	yes	lessons	no	"	"	"	6
no	yes	yes	no	lessons	no	Acting Visitor	no	no	J 1
no	yes	no	no	lessons	no	"	"	"	2

TOWN.	Education.	TEACHER.						CLASSES.		READING.	
		State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teachers specially prepare lessons?	Length of service; months.*	Length of service in district; months.†	Number of classes.	Number of daily recitations.	Method used.	
3	Public School, ..	no	no	no	no.....	40	8	25	59	alphabet.....	
4	Academy,	no	yes	yes	in part.....	90	20	18	22	alphabet.....	
5	Public School, ..	no	no	no	no.....	80	40	20	22	alphabet.....	
6	Private School, ..	no	no	no	no.....	200	40	27	33	word and sentence	
7	Public School, ..	no	no	no	no.....	8	8	19	24	alphabet.....	
K	{ High Sch'l (4), { Pub. Sch'l (2),	{ 6	6	6	yes, (6).....	†166	†143	†11	†12	word and sentence	
2	High School,...	no	no	no	yes.....	30	10	27	26	word and sentence	
3	Public School, ..	no	no	no	in geogra'y and grammar	20	10	17	19	words and letters	
L	{ High Sch'l (6), { Pub. Sch'l (2),	{ 0	2	1	yes, (3).....	†660	†560	†10	†11	word.....	
2	Public School, ..	no	no	no	no.....	7	7	20	21	alphabet.....	
3	High School,...	no	yes	yes	yes.....	10	5	25	28	sentence.....	
4	Public School, ..	no	no	no	no.....	80	30	11	20	alphabet.....	
5	High School,...	no	no	no	no.....	50	47	14	16	alphabet.....	
6	College,	no	no	no	.....	7	7	10	12	.....
7	High School,...	no	no	no	no.....	7	7	17	17	sentence.....	
8	High School,...	no	no	no	no.....	7	7	17	24	alphabet.....	
9	High School,...	no	no	no	no.....	3	3	23	26	alphabet.....	
10	High School,...	no	no	no	no.....	7	7	12	17	alphabet.....	
11	High School,...	no	no	no	yes.....	30	10	21	24	alphabet.....	
M	{ High Sch'l (1), { Pub. Sch'l (1), { Priv. Sch'l (1),	{ 1	1	0	yes.....	†270	†160	†12	†13	words and letters	
2	{ Academy, (1), { Pub. Sch'l (1),	{ 0	0	0	yes.....	†190	†70	†12	†14	word.....	
3	Academy,	no	no	no	sometimes....	40	30	24	32	word and sentence	
4	Public School, ..	no	no	no	yes.....	50	40	15	17	alphabet.....	
5	Academy,	no	no	no	no.....	60	60	21	26	word.....	
6	Public School, ..	no	yes	yes	yes.....	50	30	19	22	word.....	
7	High School,...	no	no	no	yes.....	7	7	17	17	words and letters	

* A school year is called 10 months.

† Aggregate.

‡ Average.

TABLE I.—TEACHING AND SUPERVISION.

367

READING.				WRITING.	Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
Is script used?	Is oral spelling used?	Is supplementary reading used?	Is reading of children directed?	What use is made of copy books?		What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visitors?	
no	yes....	no.....	no....	lessons.....	no.....	Acting Visitors	no	no....	3
yes	yes....	no.....	no....	lessons.....	no.....	"	"	"	4
no	yes....	no.....	no....	lessons.....	no.....	"	"	"	5
yes	yes....	yes.....	no....	lessons.....	no.....	"	"	"	6
no	yes....	no.....	no....	lessons.....	no.....	"	"	"	7
yes	no.....	yes.....	yes....	a part of time in upper grade	in lower grades	Acting Visitors	no	no....	K I
yes	yes....	yes.....	no....	lessons.....	once a week	"	"	"	
yes	yes....	no.....	mention books	not used.....	yes.....	"	"	"	
yes	yes....	yes.....	very little	in upper grades	marching...	Acting Visitors	occasionally	no....	L I
.....	.....	.....	.....	lessons.....	once a week	"	no	"	
yes	yes....	no.....	no....	lessons.....	no.....	"	"	"	
no	yes....	no.....	.....	lessons.....	no.....	"	"	"	4
no	yes....	no.....	very little	lessons.....	no.....	"	"	"	5
.....	.....	.....	.....	.....	no.....	"	"	"	6
yes	yes....	no.....	no....	lessons.....	no.....	"	"	"	7
no	no....	no.....	no....	lessons.....	no.....	"	"	"	8
no	yes....	occasion'ly	no....	lessons.....	no.....	"	"	"	9
no	.....	no.....	very little	lessons.....	no.....	"	"	"	10
no	yes....	very little	very little	lessons.....	no.....	"	"	"	11
no	no.....	no.....	no....	lessons in higher grades	no.....	Acting Visitors	no	no....	M 1
no	.....	yes.....	no....	lessons.....	in primary..	"	"	"	
yes	yes....	no.....	no....	lessons.....	no.....	"	"	"	
no	yes....	no.....	no....	lessons.....	no.....	"	"	"	
yes	yes....	no.....	no....	for older pupils	no.....	"	"	"	
no	.....	no.....	no....	lessons.....	yes.....	"	"	"	
no	yes....	no.....	no....	lessons.....	no.....	"	"	"	

TOWN.	TEACHER.						CLASSES.		READING.	
	Education.	State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; months.*	Length of service in district; months.*	Number of classes.	Number of daily recitations.	Method used.
8	Academy,	no	no	no	no.....	80	7	13	15	words and letters
9	Private,	no	no	no	no.....	30	7	23	22	word and lat- ters
10	Public,	no	no	no	sometimes.....	80	40	19	30	word and letters
11	Academy,	no	no	no	sometimes.....	20	7	20	26	word.....
12	Private School, ..	no	no	no	yes.....	40	7	26	38	word and alphabet
13	Academy,	no	no	no	no..	80	50	26	41	words and letters
14	Academy,	no	no	no	some.....	60	30	19	22	alphabet.....
15	Academy,	no	no	no	at times.....	150	7	20	28	word and letters
16	Public School, ..	no	no	no	no.....	50	30	21	32	words and letters
17	Public School, ..	no	no	no	no.....	110	7	21	22	word and letters
18	Academy,	no	no	no	no.....	7	7	21	34	alphabet.....
19	High School, ..	no	no	no	.....	20	20	16	19	word and letters.....
N 1	Private School, ..	no	no	no	no.....	60	7	16	24	alphabet.....
2	Public School, ..	no	no	no	for some.....	70	7	21	36	.....
3	Public School, ..	no	yes	no	yes.....	17	7	16	20	word.....
4	Academy,	no	no	no	for some.....	50	7	25	28	word.....
5	Private School, ..	no	no	no	no.....	2	2	20	22	alphabet.....
6	High School, ..	no	no	no	yes.....	230	27	28	32	word.....
7	Public School, ..	no	no	no	yes.....	50	7	22	24	alphabet.....
O, 1	Public Sch'l (5),	1	2	2	yes (5),	†320	†150	†15	†12	word.....
2	Private School, ..	no	no	no	for some.....	190	10	17	21	alphabet.....
3	Public School, ..	no	no	no	yes.....	10	10	13	15	alphabet.....
4	High School, ...	no	yes	no	arithmetic. ...	20	20	18	18	word and letter
5	High School, ..	no	no	no	for some.....	20	20	23	26	alphabet.....
6	Private School, ..	no	no	no	"not unless necessary"	155	20	11	14	alphabet.....
7	High School, ..	no	no	no	yes.....	10	10	16	16	alphabet.....
8	High School, ..	no	no	no	yes.....	10	10	21	23	word and sentence

* A school year is called 10 months.

† Aggregate.

‡ Average.

READING.			WRITING.		Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
Is script used?	Is oral spelling used?	Is supplementary reading used?	Is reading of children directed?	What use is made of copy books?		What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visitors.	
no	sometimes	no.....	no.....	not used.....	no.....	Acting Visitors	no	no....	8
no	no.....	no.....	no.....	lessons.....	no.....	"	"	"	9
yes	yes....	no.....	no.....	lessons.....	no.....	"	"	"	10
yes	yes....	no.....	no.....	lessons.....	no.....	"	"	"	11
no	yes....	no.....	no.....	lessons.....	no.....	"	"	"	12
....	yes....	no.....	no.....	lessons.....	no.....	"	"	"	13
no	yes....	.....	no.....	lessons.....	.....	"	"	"	14
no	yes....	no.....	no.....	lessons.....	.....	"	"	"	15
yes	yes....	no.....	very little	lessons.....	no.....	"	"	"	16
yes	yes....	no.....	.....	lessons.....	no.....	"	"	"	17
no	yes....	no.....	no.....	lessons.....	no.....	"	"	"	18
no	yes....	yes....	no.....	in part.....	no.....	"	"	"	19
no	yes....	no.....	no.....	lessons.....	no.....	Acting Visitors	no	no....	N 1
no	yes....	no.....	no.....	older pupils ..	no.....	"	"	"	2
no	yes....	no.....	no.....	lessons.....	no.....	"	"	"	3
no	yes....	very little	no.....	.....	no.....	"	"	"	4
no	yes....	no.....	no.....	lessons.....	no.....	"	"	"	5
yes	yes....	no.....	yes....	lessons.....	no.....	"	"	"	6
yes	yes....	no.....	yes....	lessons.....	no.....	"	"	"	7
yes	yes....	yes....	very little	in part.....	yes.....	Acting Visitors	no	no....	O 1
no	yes....	no.....	no.....	lessons.....	no.....	"	"	"	2
no	yes....	no.....	no.....	lessons.....	very little...	"	"	"	3
no	yes....	no.....	very little	lessons.....	.....	"	"	"	4
no	yes....	no.....	very little	lessons.....	no.....	"	"	"	5
no	yes....	no.....	no.....	lessons.....	no.....	"	"	"	6
no	no.....	no.....	no.....	lessons.....	.....	"	"	"	7
yes	yes....	no.....	yes....	.....	yes.....	"	"	"	8

TOWN.	Education.	TEACHER.						CLASSES.		READING.
		State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; months.*	Length of service in district; months.†	Number of classes.	Number of daily recitations.	Method used
9	Public School, ..	no	no	no	no.....	60	10	20	20	alphabet
10	High School, ..	no	no	no	yes.....	10	10	20	22	word and letters
11	Private School, ..	no	no	no	yes, ..	200	30	20	22	word and letters
P I	College, (1), ...	3	7	6	yes, (19).....	†169	†1260	‡11	‡10	word and sentence
	High Sch'l (6),									
	Academy, (1),									
2	Priv. Sch'l (3),	0	2	2	yes, (2).....	†460	†20	‡16	‡19	words and letter
3	Pub. Sch'l (8),	0	1	1	yes, (3)	†190	†160	‡13	‡13	word and sentence
4	Pub. Sch'l (2),	0	1	1	yes, (10).....	†840	†600	‡7	‡8	word and sentence
5	College, (1), ..	0	1	1	yes, (2).....	†190	†120	‡20	‡19	word.....
6	High Sch'l (2),									
7	Pub. Sch'l (4),									
8	Priv. Sch'l (3),	0	3	2	yes, (8).....	†490	†320	‡12	‡13	word and sentence
9	Pub. Sch'l (1),	1	4	2	yes, (6).....	†520	†490	‡11	‡10	word
10	High Sch'l (1),									
11	Pub. Sch'l (3),									
12	Priv. Sch'l (1),	0	0	0	yes.....	†140	†140	‡11	‡11	word and letter
13	Pub. Sch'l (1),	0	0	0	yes.....	†140	†140	‡11	‡11	word and letter
14	High Sch'l (1),	2	1	0	yes, (2).....	†180	†47	‡15	‡16	word
15	Pub. Sch'l (1),	2	1	0	yes, (2).....	†180	†47	‡15	‡16	word
16	Private School, ..	no	no	no	no.....	30	7	20	22	alphabet.....
17	Private School, ..	no	no	no	yes	40	40	23	24	word
18	Private School, ..	no	no	no	.....	60	40	27	28	word and sentence
19	Public School, ..	yes	yes	yes	yes.....	10	10	24	21	sentence.....
20	High School, ...	no	no	no	.....	50	50	27	28	word
21	College,	no	no	no	.....	70	70	25	28	alphabet.....
22	Public School, ..	yes	yes	yes	yes.....	20	20	26	28	.....
23	Private School, ..	no	no	no	looks over arith. and history,	10	4	18	21	word
24	High Sch'l (27),	2	4	1	yes, (40).....	(c)	(c)	‡8	‡9	word
25	Pub. Sch'l (8),									
26	Priv. Sch'l (3),									
27	High Sch'l (4),	0	0	0	yes, (5).....	†426	†396	‡11	‡13	word
28	Priv. Sch'l (1),	0	0	0	yes, (5).....	†426	†396	‡11	‡13	word
29	High Sch'l (1),	0	1	0	yes, (2).....	†100	†40	‡13	‡16	word and letters
30	Priv. Sch'l (1),	0	1	0	yes, (2).....	†100	†40	‡13	‡16	word and letters

* A school year is called 10 months.

† Aggregate.

‡ Average.

TABLE I. — TEACHING AND SUPERVISION.

371

READING.				WRITING.		SUPERVISION.			
Is script used?	Is oral spelling used.	Is supplementary reading used?	Is reading of children directed?	What use is made of copy books?	Is attention given to gymnastic exercises?	What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Visitors?	TOWN.
no	yes	no	no	lessons		Acting Visitors	no	no	9
yes	yes	no	very little	lessons		"	"	"	10
no	no	no	very little	lessons	no	"	"	"	11
yes	no	yes	very little	a part of time in upper grades	yes	Principal	yes	yes	P 1
no	yes	no	very little	lessons	in lower grade	Act. Visitor,	no	no	2
yes	no	history in upper grade	a t e	in upper grade	yes	"	"	"	3
yes	yes	in some rooms	very little	in part	occasionally	"	"	"	4
yes		no	yes	lessons	no	"	"	"	5
yes	no	in lower grades	very little	not much	yes	Principal	"	"	6
yes	no	yes	yes	for practice	yes	Principal	"	"	7
yes	yes	no	yes	not used	yes	Act. Visitor,	"	"	Q 1
yes	yes	yes	no		yes	"	"	"	2
yes	yes	no	no	lessons	no	"	"	"	3
yes	yes	no			no	"	"	"	4
yes	no	no	yes	lessons for older	no	"	"	"	5
yes	no	no	very little	practice, older pupils	no	"	"	"	6
yes	yes	yes	yes	older pupils	yes	"	"	"	7
no	yes	no	no	lessons	no	"	"	"	8
no	no	yes	yes	not used	yes	"	"	"	9
no		no	no	lessons	no	"	"	"	10
yes	no	yes	a little	lessons for older	yes	Superintendent	yes	no	R 1
yes	yes	upper grades	upper grades	upper grades	lower grade	Principal	no	"	2
no				lessons		Act. Visitor,	"	"	3

(c) Experiences of one year 5; two years 7; three years 6; four years 3; five or more years 10.

TOWN.	Education.	TEACHER.				CLASSES.			READING.	
		State Certificate.	Attended Normal School.	Graduated at Normal School	Does teachers specially prepare lessons?	Length of service: months.*	Length of service in district: months.*	Number of classes.	Number of daily recitations.	Method used.
4	{ College, (1), ... }(1),	o	1	o	yes (2)	†30	†30	†16	†14	word and letter alphabet
5	High School,...	no	no	no	yes	100	10	19	23	alphabet
6	High School,...	no	no	no	yes	4	4	26	26	alphabet.....
7	Private School,.	no	no	no	yes	13	10	27	27	word and letter
8	High School, .	no	yes	no	yes	8	4	22	25	word and letter
9	Public School, .	no	no	no	occasionally ...	60	10	21	26	alphabet.....
10	Public School, .	no	no	no	no.....	170	40	20	25	word and letters
11	Public School, .	no	no	no	no.....	60	4	21	23	word and letters
12	High School, ..	no	no	no	sometimes ...	4	4	16	19	alphabet.....
13	Private School,	no	no	no	.....	80	10	26	26	word and sentences
S										
1	{ High Sch'l (2), } { Pub. Sch'l (1), }	o	o	o	in arith. (1) ...	†450	†450	†13	†13	word and letters
2	Public Sch'l (2),	1	1	1	yes (2)	†262	†32	†16	†15	words and sentences
3	{ Pub. Sch'l (1), } { Priv. Sch'l (1), }	o	o	o	yes (1)	†285	†45	†15	†15	sentence
4	{ College (1), ... } { Priv. Sch'l (1), }	o	o	o	no (1)	†240	†140	†12	†15	alphabet.....
5	Private School,.	no	no	no	for some.....	10	8	22	26	word.....
6	Private School,.	no	yes	no	no	60	8	20	28	word.....
7	High School,...	no	no	no	yes.....	70	10	17	19	alphabet.....
8	Public School,.	no	no	no	yes	10	10	23	24	word.....
9	High School,...	no	no	no	no	150	20	21	39	alphabet.....
10	Public School, .	no	no	no	no	50	10	19	20	word.....
11	Public School,.	no	no	no	.....	60	20	25	26	alphabet.
12	High School,...	no	no	no	.....	20	20	15	20	word.....
13	Public School,.	no	no	no	yes	59	50	17	22	word and letters
14	Public School,.	no	no	no	in arith.....	40	20	22	25	word.....
T										
1	High School, ..	no	no	no	sometimes ...	30	30	25	36	alphabet.....
2	Public School,.	no	no	no	yes	10	10	22	24	word.....

* A school year is called 10 months.

† Aggregate.

‡ Average.

TABLE I. — TEACHING AND SUPERVISION.

READING.				WRITING.	Is attention given to gymnastic exercises?	SUPERVISION.			TOWN.
Is script used?	Is oral spelling used?	Is supplement- ary reading used?	Is reading of chil- dren directed?	What use is made of copy books?		What supervision?	Are teachers' meetings held?	Any course of study regulated by Acting Vis- itors.	
no	yes	yes	very little	lessons upper grade	lower grades	Acting Vis- itors	no	no	4
yes	yes	no	no	half the time	no	"	"	"	5
no	yes	no	very little	lessons	no	"	"	"	6
no	yes	no	very little	half the time		"	"	"	7
yes	yes	no	no	half the time	no	"	"	"	8
no	yes	no	very little	in part	no	"	"	"	9
no	yes	no	very little	lessons	no	"	"	"	10
no	no	no	no	half the time	no	"	"	"	11
no	yes	no	no	lessons	no	"	"	"	12
no	yes	no	yes	lessons for older pupils	no	"	"	"	13
S									
no	yes	a little	no	lessons for older pupils	for younger pupils	Acting Vis- itors	"	no	1
yes	yes	yes	no	lessons	no	"	"	"	2
yes	no	in lower grades	yes	very little	yes	"	"	"	3
no	yes	no		not regularly	yes	"	"	"	4
yes	yes	no	a little	lessons	no	"	"	"	5
yes	yes	no	no	lessons	no	"	"	"	6
yes	yes	no	no	lessons	no	"	"	"	7
s'me	s'me	no	no	a part of the time	a little	"	"	"	8
yes	yes	no		lessons	no	"	"	"	9
yes	yes	no	very little	lessons	no	"	"	"	10
no	yes	no	no	lessons	no	"	"	"	11
yes	yes	no	no	older pupils for lessons	no	"	"	"	12
yes	yes	no	yes	lessons for older pupils	yes	"	"	"	13
no	yes	no	a little	lessons	no	"	"	"	14
T									
no	yes	no		lessons	no	Acting Vis- itors	no	no	1
yes	yes	no	yes	lessons		"	"	"	2

TOWN.	Education.	TEACHER.						CLASSES.		READING.
		State Certificate	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service: months.*	Length of service in district; months.*	Number of classes.	Number of daily recitations.	Method used.
3	Public School, ..	no	no	no	yes.....	30	10	24	32	alphabet.....
4	High School, ..	no	no	no	a little.....	110	50	19	22	word and letters
5	Public School, ..	no	no	no	yes.....	300	190	21	27	alphabet.....
6	Public School, ..	no	no	no	yes.....	10	10	19	23	alphabet.....
7	Private School, ..	no	no	no	.....	270	150	19	29	word and letters
8	High School, ...	no	no	no	no.....	8	1	9	23	alphabet.....
U	1 a { High Sch. (4), Pub. Sch. (3), Priv. Sch. (2), College (1), ..	0	0	0	yes (7)	†1070	‡565	‡9	‡10	word.....
2										
V	1 a { High Sch. (1), Pub. Sch. (2), College (3), ..	0	0	0	yes (2)	†140	‡40	‡16	‡17	word and letters
2										
I	a { High Sc. (24), Pub. Sc. (17), Priv. Sch. (4), College (1), ..	9	25	15	yes (47)	(c)	(c)	‡13	‡12	word and sentence
2										
W	1 a { High Sch. (5), Pub. Sch'l (2), Priv. Sch'l (2),	4	5	5	yes (10)	(c)	(c)	‡27	‡23	word and sentence
2										
I	College (3),	(e) 108	(e) 93		yes (139)	(d)	(d)	‡12	‡12	phonetic.....
2	High Sch. (119),	2	.....	.....	.....	.....	.....	.....	.....	.....
3	Pub. Sch'l (12);	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Priv. Sch'l (9), ..	.....	.....	.....	.....	.....	.....	.....	.....	.....

* A school year is called 10 months. † Aggregate. ‡ Average. a Graded. b Ungraded.
(c) Experience of one year, 12; two years, 10; three years, 10; four years, 6; five years or more, 20.
(d) Experience of one year, 16; two years, 19; three years, 14; four years 10; five or more years, 84.
(e) Includes attendance at training school.

TABLE I. — TEACHING AND SUPERVISION.

[illegible]

TOWN.	Number studying United States history.	Number terms given to subject.	Is topical method used?	Is memoriter method used?	Have scholars access to any other books than text-books?
A					
1	13	3	no	no	no
2	0	not taught			
3	4	3	no	yes	no
4	3	3	no	yes	no
5	3	indefinite	no	no	no
6	0	not taught			
7	3	indefinite	no	yes	
B					
1	34	6	yes	no	no
2	0	not taught			
3	5	indefinite	no	yes	no
4	5	indefinite	used as read'g les'n	reprod't'n by topics	no
5	14				
6	0	not taught			
7	0	not taught			
8	44	indefinite	used as supplem't'y	read by whole sch'l	no
9	8	indefinite	no	yes	yes
10	7	indefinite	yes	no	yes
11	15	indefinite	...read it and then	question	no
12	1	indefinite	no	yes	no
13	3	indefinite	no	yes	no
14	5	indefinite	no	yes	no
15	0	not taught			
16	5	indefinite	no	in part	no
17	0		occasional talks to children		
18	15	indefinite	read it and memorize	important facts	no
19	3	indefinite	yes	no	encyclopedia
C					
1	12	2	yes	yes	yes
2	14	3	yes	no	yes
3	0	not taught			
4	0	not taught	...sometimes used	as reading lesson	
D					
1	3	indefinite	no	no	no
2	0	not taught			
3	0	not taught			
4	0	not taught			
5	7	indefinite	no	no	no
E					
1	2	indefinite	yes	in part	very little
2	0	not taught			
3	5	indefinite	used for read'g and	ques. put on board	no
4	0	not taught	...used as a reader		
5	0	not taught			
6	3	indefinite	no	yes	no
7	0	not taught			

Are scholars directed in historical reading?	Is history of Connecticut especially taught?	How many taught about government?	Are there any books on government?	How is historical knowledge tested?	TOWN.
A					
no.	no.	none. . .	no. . . . .	.....	I
.....	.....	.....	.....	.....	2
no.	no.	none. . .	no.	monthly tests.	3
no.	no.	none. . .	no.	not tested.	4
no.	no.	none. . .	no.	occasional examination.	5
.....	.....	.....	.....	.....	6
no.	no.	none. . .	no.	oral and written tests.	7
B					
no.	no.	12	no.	written tests.	I
.....	.....	.....	.....	.....	2
yes.	yes.	none. . .	no.	written tests.	3
no.	no.	none. . .	no.	none.	4
.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	7
no.	no.	none. . .	no.	none.	8
no.	no.	none. . .	no.	oral reviews.	9
yes.	yes.	none. . .	no.	written tests.	10
no.	no.	none. . .	no.	reviews.	11
no.	no.	none. . .	no.	written tests.	12
no.	no.	none. . .	no.	oral and written tests.	13
no.	no.	none. . .	no.	oral tests occasionally.	14
.....	.....	.....	.....	.....	15
no.	no.	none. . .	no.	written tests.	16
.....	.....	.....	.....	.....	17
no.	no.	none. . .	no.	none.	18
a little. .	a little. .	none. . .	no.	oral tests.	19
C					
yes.	yes.	15	no.	written tests.	I
no.	no.	none. . .	no.	compositions.	2
.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	4
D					
no.	no.	none. . .	no.	no tests.	I
.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	4
no.	no.	7	no.	no tests.	5
E					
no.	no.	some. . .	no.	oral.	I
.....	.....	.....	.....	.....	2
no.	no.	5	no.	written tests.	3
.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	5
no.	no.	none. . .	no.	reviews.	6
.....	.....	.....	.....	.....	7

TOWN.	Number studying United States history.	Number terms given to subject.	Is topical method used?	Is memoriter method used?	Have scholars access to any other books than text-books?
F					
1	4	indefinite ...	no ..	yes.....	no
2	3	indefinite ...	no	yes.....	no
3	7	3	no	yes.....	no
4	1	3	no	yes.....	no
5	1	indefinite ...	no	yes.....	no
6	1	3	no	yes.....	no
7	1	indefinite ...	no	yes.....	no
G					
1	44	indefinite ...	yes.....	no	yes.....
2	1	indefinite ...	yes.....	no	no
3	5	indefinite ...	no	no	yes
4	2	indefinite ...	no	no	no
5	1	indefinite ...	no	no	no
6	6	indefinite ...	yes.....	no	yes.....
7	0	indefinite ...	yes.....	no	no
8	4	indefinite ...	yes.....	no	one book ..
9	12	indefinite ...	yes.....	no	no
10	1	indefinite ...	no	yes.....	no
11	10	indefinite ...	no	yes.....	yes.....
12	5	indefinite ...	no	yes.....	no
H					
1	8	indefinite ...	yes.....	no	no
2	6	indefinite ...	no	yes.....	no
3	12	indefinite ...	...read lesson and	ask questions.....	no
4	9	indefinite ...	...read lesson and	ask questions.....	no
5	4	indefinite ...	no	yes.....	no
6	2	indefinite ...	no	yes.....	no
7	6	indefinite ...	no	yes.....	no
8	2	indefinite ...	for reading, spell'g,	ans. a few ques.	no
I					
1	0	not taught ..	.....	.....	.....
2	1	indefinite ...	no	yes.....	no
3	2	6	no	no	no
4	0	not taught ..	.....	.....	.....
5	1	6	no	yes.....	no
6	3	2	.....	.....	.....
J					
1	13	indefinite ...	.....	yes.....	.....
2	6	3	no	yes.....	no
3	3	indefinite ...	no	yes.....	no
4	3	6	no	no	no
5	12	6	no ..	yes.....	no
6	3	6	no ..	yes.....	no

Are scholars directed in historical reading?	Is history of Connecticut especially taught?	How many taught about government?	Are there any books on government?	How is historical knowledge tested?	TOWN.
					F
no.....	no.....	4	no.....	not tested.....	1
no.....	yes.....	none..	no.....	oral tests.....	2
no.....	no.....	7	no.....	not tested.....	3
no.....	no.....	none..	no.....	not tested.....	4
no.....	no.....	none..	no.....	not tested.....	5
no.....	no.....	none..	no.....	not tested.....	6
no.....	no.....	none..	no.....	written tests.....	7
					G
yes.....	yes.....	7	yes.....	written and oral tests.....	1
yes.....	yes.....	1	no.....	written lessons.....	2
often..	a little	none..	no.....	written tests.....	3
no.....	no.....	none..	no.....	reviews.....	4
no.....	no.....	1	no.....	written tests.....	5
no.....	no.....	6	chart..	reviews.....	6
no.....	no.....	none..	no.....	written tests.....	7
no.....	yes.....	none..	chart..	oral and written tests.....	8
no.....	no.....	12	no.....	reviews.....	9
no.....	no.....	none..	no.....	reviews.....	10
yes.....	no.....	none..	no.....	written tests.....	11
no.....	no.....	none..	no.....	reviews.....	12
					H
no.....	no.....	8	no.....	written tests.....	1
no.....	no.....	none..	no.....	oral tests.....	2
no.....	yes.....	none..	no.....	written reviews.....	3
no.....	yes.....	15	no.....	occasional reviews.....	4
no.....	no.....	none..	no.....	not tested.....	5
no.....	no.....	none..	no.....	not tested.....	6
no.....	no.....	none..	no.....	not tested.....	7
no.....	no.....	none..	no.....	not tested.....	8
					I
.....	.....	.....	.....	.....	1
no.....	no.....	none..	no.....	reviews.....	2
no.....	no.....	none..	no.....	.....	3
.....	.....	.....	.....	.....	4
no.....	no.....	none..	no.....	.....	5
.....	yes.....	.....	.....	.....	6
					J
.....	no.....	none..	.....	.....	1
no.....	no.....	none..	no.....	.....	2
no.....	no.....	none..	no.....	.....	3
no.....	.....	none..	no.....	.....	4
no.....	no.....	none..	no.....	.....	5
no.....	no.....	none..	no.....	.....	6

TOWN.	Number studying United States history.	Number terms given to subject.	Is topical method used?	Is memoriter method used?	Have scholars access to any other books than text-books?
K					
1	59	6	yes.....	no.....	no.....
2	5	3	no.....	yes.....	encyclopedia
3	8	indefinite...	yes.....	no.....	no.....
L					
1	38	4	yes.....	no.....	yes.....
2	5	6	no.....	yes.....	no.....
3	5	indefinite...	yes.....	no.....	no.....
4	0	not taught..	.....	.....	.....
5	1	6	no.....	yes.....	no.....
6	0	not taught..	.....	.....	.....
7	2	indefinite...	no.....	yes.....	no.....
8	0	not taught..	.....	.....	.....
9	3	indefinite...	no.....	yes.....	no.....
10	0	not taught..	.....	.....	.....
11	6	indefinite...	no.....	yes.....	yes.....
M					
1	6	indefinite...	yes.....	yes.....	no.....
2	0	not taught..	.....	.....	.....
3	1	indefinite...	.....	.....	no.....
4	4	3	no.....	yes.....	no.....
5	4	indefinite...	no.....	yes.....	no.....
6	9	indefinite...	yes.....	no.....	yes.....
7	3	indefinite...	yes.....	yes.....	no.....
8	0	not taught..	.....	.....	.....
9	0	not taught..	.....	.....	.....
10	17	indefinite...	.....	yes.....	no.....
11	1	6	no.....	yes.....	.....
12	4	6	no.....	yes.....	no.....
13	1	indefinite...	no.....	yes.....	no.....
14	2	indefinite..	.....	.....	.....
15	1	indefinite...	yes.....	.....	.....
16	3	3	no.....	no.....	no.....
17	5	indefinite...	yes.....	yes.....	no.....
18	2	indefinite...	yes.....	no.....	no.....
19	1	indefinite...	yes.....	no.....	no.....
N					
1	2	6	no.....	yes.....	no.....
2	5	6	.....	.....	no.....
3	0	not taught..	.....	.....	.....
4	5	indefinite...	yes.....	yes.....	yes.....
5	3	6	no.....	yes.....	no.....
6	15	6	yes.....	no.....	yes.....
7	3	6	yes.....	no.....	encyclopedia
O					
1	64	9	yes.....	no.....	yes.....
2	2	6	yes.....	yes.....	no.....

Are scholars directed in historical reading?	Is history of Connecticut especially taught?	How many taught about government?	Are there any books on government?	How is historical knowledge tested?	TOWN.
not much	no	none	no	written lessons	K
no	no	none	no	written tests	1
no	no	none	no	written tests	2
					3
					L
no	no	none	no	recitation and examination	1
no	no	none	no		2
no	no	none	no	examinations	3
					4
no	no	none	no	written lessons	5
					6
no	no	none	no	recitations	7
					8
no	no	4	no	written recitations	9
					10
no	no	none	no	written reviews	11
					M
no	no	4	a few	written tests	1
					2
no	yes	none			3
no	no	none	no	tested by oral examination	4
yes	no	none	no		5
yes	yes				6
no	no	none	no	reviews	7
					8
					9
no	yes				10
no		none	no		11
no	no	none	no		12
no	no	2	no	reviews	13
			no		14
	yes	all		review questions	15
yes	no	none	no		16
no	no	none	no	reviews	17
yes	yes	2	no	oral examinations	18
yes	yes	none	no	reviews	19
					N
no	no	none	no		1
no	no	none	no	examinations	2
			no		3
yes	yes		no	examinations	4
no	no	none			5
yes	no	none	I		6
yes	no	3			7
					O
yes	yes	30		reviews, examinations, compositions	1
no	no	none	no		2

TOWN.	Number studying United States history.	Number terms given to subject.	Is topical method used?	Is memoriter method used?	How many taught about government?
3	4	6	no	yes	no
4	5	indefinite			
5	3	indefinite	yes	yes	no
6	2	6			
7	3	indefinite	no	yes	no
8	1	6	yes	no	no
9	2	indefinite	no	yes	no
10			yes		
11	4	6	yes	no	encyc
P					
1	70	6	yes	yes	yes
2	13	3	read and study it, reproduce		
3	11	indefinite	no	yes	yes
4	77	6	yes	no	yes
5	9	3	no	no	no
6	74	6	no	no	yes
7	16	4	yes	no	yes
Q					
1	41	6	yes	no	yes
2	13	indefinite	yes	no	no
3	2	6			no
4	3	6			
5	15	6	no	no	no
6	14	indefinite	yes	no	encyc
7	26	6			
8	2	indefinite	yes	no	
9	19	6			
10	9	indefinite	no	no	
R					
1	151	9	yes	no	yes
2	12	9	yes	no	
3	5	indefinite	no	no	
4	7	3	no	yes	yes
5	0	not taught			
6	3	3	a little	yes	no
7	9	3	partly	no	no
8	4	3	yes	no	no
9	3	indefinite	no	yes	
10	2	6	no	no	no
11	4	3	no	yes	no
12	0	not taught			
13	7	6	no	no	no
S					
1	36	9	no	yes	no
2	43	6	yes	no	2
3	12	3	yes	no	encyc

Are scholars directed in historical reading?	Is history of Connecticut especially taught?	How many taught about government?	Are there any books on government?	How is historical knowledge tested?	TOWN.
no....	yes....	none..	no....	examinations.....	3
	yes....	5			4
no....	yes....	none..	no....	not tested.....	5
	no....	none..			6
					7
no....	no....	none..	no....	reviews.....	8
no....	yes....	8			9
	yes....				10
	yes....	none..	no....	reviews, examinations, recitations.....	11
					P
yes....	yes....	none..	yes....	written lessons.....	1
no....	no....	none..	no....	compositions.....	2
yes....	no....	none..	no....	written examinations.....	3
yes....	yes....	77	a few..	examinations.....	4
no....	no....	none..	no....	test questions.....	5
yes....	yes....	yes....	no....	written tests.....	6
yes....	yes....	32	a few..	write stories.....	7
					Q
yes....	no....	none..			1
no....	no....	none..	no....		2
no....	yes....				3
no....	yes....	none..	yes....		4
no....	no....	no....	no....		5
yes....	yes....	none..	no....	written lessons.....	6
	yes....	12			7
		none..		reviews.....	8
		19	no....		9
	no....	none..			10
					R
yes....	no....	68	yes....	written and oral examinations.....	1
yes....	no....	none..	no....	examinations.....	2
					3
no....	no....	8	no....	examinations.....	4
					5
no....	yes....	3	no....	examinations.....	6
yes....	yes....	4	no....	written examinations.....	7
no....	no....	none..	no....	not tested.....	8
					9
no....	no....	none..	no....		10
no....	no....	none..			11
					12
no....	no....	none..	no....		13
					S
no....	yes....	3	no....	written examinations.....	1
	no....	43	no....		2
yes....	yes....	12	no....	examinations.....	3

TOWN.	Number studying United States history.	Number terms given to subject.	Is topical method used?	Is memoriter method used?	Have scholars access to any other books than text-books?
4	14	6	no	no	yes
5	2	indefinite . .	no	yes	no
6	9	indefinite . .	no	no	no
7	4	indefinite . .	no	no	no
8	3	indefinite . .	no	no	yes
9	2	indefinite . .	no	partly	no
10	2	indefinite . .	no	no	no
11	0	not taught . .	no	no	no
12	0	not taught . .	no	no	no
13	0	not taught . .	no	no	no
14	6	indefinite . .	no	no	no
T					
1	0	not taught . .	no	no	no
2	2	1	no	yes	no
3	4	indefinite . .	no	no	no
4	2	indefinite . .	history is read and	questions asked . .	no
5	2	indefinite . .	no	no	yes
6	4	indefinite . .	no	no	no
7	1	indefinite . .	no	no	no
8	0	not taught . .	no	no	no
U					
1	25	3	yes	no	yes
V					
1	*	*	yes	no	a few
W					
1	†	†	yes	no	a few

* Begin in third grade and continue through course.

† History is taken up in grades V and IX. Civil Government in grade VII.

Are scholars directed in historical reading?	Is history of Connecticut especially taught?	How many taught about government?	Are there any books on government?	How is historical knowledge tested?	TOWN.
no.....	no.....	none..	no.....	reviews.....	4
no.....	no.....	2	I	.....	5
.....	.....	.....	.....	not tested.....	6
no.....	no.....	2	no.....	.....	7
a little..	no.....	3	no.....	.....	8
no.....	no.....	5	.....	.....	9
.....	.....	2	.....	.....	10
.....	.....	.....	.....	.....	11
.....	.....	.....	.....	.....	12
.....	.....	.....	.....	.....	13
no.....	no.....	5	no.....	.....	14
					T
.....	.....	.....	.....	.....	I
yes.....	no.....	none..	no.....	reviews.....	2
yes.....	yes.....	.....	.....	.....	3
no.....	no.....	none..	no.....	.....	4
.....	.....	2	.....	.....	5
yes.....	yes.....	4	no.....	general review.....	6
.....	yes.....	1	no.....	by talks.....	7
.....	.....	.....	.....	.....	8
					U
yes.....	no.....	none..	none..	written tests.....	I
					V
yes.....	yes.....	yes....	yes....	examinations.....	I
					W
yes.....	yes.....	†	a few..	written tests.....	I

TOWN.	How many study the subject?	How many classes?	How many taught orally?	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?
A								
1	17	4	a few	2	none.....	.....	no.....	book questions.....
2	9	2	a few	2	none.....	.....	no.....	book questions.....
3	8	4	a few	2	none.....	.....	no.....	book questions.....
4	3	1	9	2	none.....	.....	yes.....	.....
5	10	2	0	2	several.....	not used.....	little.....	book questions.....
6	6	2	3	2	none.....	.....	little.....	book questions.....
7	10	3	0	2	none.....	.....	no.....	book questions.....
B								
1	94	4	27	2	some.....	geog. reader in one room books and papers used..	yes.....	topical.....
2	4	1	0	2	several.....	.....	yes.....	questions and maps...
3	11	3	6	2	none.....	.....	no.....	questions and maps...
4	15	2	15	2	none.....	.....	yes.....	topics.....
5	15	3	0	2	none.....	.....	no.....	book questions.....
6	11	7	0	2	none.....	.....	no.....	book questions.....
7	12	2	0	2	none.....	.....	yes.....	questions and topics...
8	43	3	0	2	none.....	.....	little.....	book questions, wall maps
9	18	4	0	2	several.....	.....	a little.....	supplementary questions
10	11	2	11	2	none.....	.....	yes.....	topics.....
11	28	4	0	2	none.....	.....	no.....	book questions.....
12	20	3	0	2	none.....	.....	a little...	map questions.....
13	13	2	0	2	none.....	.....	no.....	book questions.....
14	12	5	0	2	none.....	.....	no.....	book questions.....
15	18	3	0	2	several.....	with no plan.....	a little...	wall maps, map questions
16	13	3	0	2	none.....	.....	no.....	book questions.....
17	10	3	0	3	none.....	.....	very little	book questions.....
18	13	2	0	2	none.....	.....	a little...	book questions, wall maps
19	8	3	0	2	none.....	.....	no.....	book questions.....
C								
1	49	3	0	2	none.....	.....	yes.....	book questions, topics
2	45	3	0	2	14	in connection with lessons	yes.....	supplementary questions
3	20	2	0	2	none.....	.....	no.....	book questions.....
4	19	4	0	2	none.....	.....	no.....	book questions.....

TABLE III.—FAIRFIELD COUNTY—GEOGRAPHY. 387

If oral work in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-books.	Does teacher make special preparation?	Are children interested?	TOWN.
.....	.....	no....	.....	no....	no....	.....	A
.....	.....	no....	no....	no....	no....	.....	1
very early...	use outline maps.....	yes....	no....	no....	no....	some are...	2
younger pupils	talks about natural features.....	no....	.....	no....	no....	.....	3
none	.....	no....	no....	no....	no....	yes.....	4
.....	location of State capital, etc.....	no....	no....	no....	no....	yes.....	5
none	.....	no....	no....	no....	no....	yes.....	6
fourth.....	natural features, direction, map Conn.	yes....	yes....	yes....	yes.....	yes.....	7
none	.....	yes....	no....	a little.	no....	yes.....	B
none.....	.....	no....	no....	no....	for beginners	yes.....	1
indefinite...	natural features, direction.....	yes....	no....	yes....	yes.....	yes.....	2
none	.....	a little.	no....	no....	no....	no....	3
none	.....	no....	no....	no....	no....	no....	4
none	.....	a little.	no....	a little.	some studies	yes.....	5
none	.....	very little	no....	a little.	no....	yes.....	6
none	.....	no....	no....	a little.	no....	.....	7
indefinite...	natural features, board and maps.....	yes....	yes....	yes....	yes.....	yes.....	8
none	.....	yes....	no....	no....	yes.....	yes.....	9
none	.....	no....	no....	very little	yes.....	yes.....	10
none	.....	yes....	no....	no....	no....	yes.....	11
none	.....	yes....	no....	no....	no....	yes.....	12
none	.....	yes....	no....	no....	no....	yes.....	13
none	.....	no....	no....	a little.	no....	yes.....	14
none	.....	yes....	no....	no....	no....	yes.....	15
indefinite...	direction, measurements.....	no....	no....	no....	no....	no....	16
none	.....	yes....	no....	yes....	occasionally	yes.....	17
none	.....	no....	no....	no....	no....	yes.....	18
none	.....	yes....	no....	yes....	yes.....	yes.....	C
none	.....	some..	no....	a little.	no....	yes.....	1
none	.....	some..	no....	no....	generally..	yes.....	2
none	.....	no....	no....	no....	no....	yes.....	3
none	.....	no....	no....	no....	no....	yes.....	4

TOWN.	How many study the subject?	How many classes?	How many taught orally?	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?
D								
1	7	2	8	2	none.....	.....	a little...	book questions, topical
2	5	3	0	2	none.....	.....	no.....	book questions.....
3	6	4	0	3	none.....	.....	yes.....	topical map questions
4	10	3	0	2	none.....	.....	no.....	book questions.....
5	11	2	0	2	none.....	.....	a little..	book questions, map questions.....
E								
1	14	2	9	2	none.....	.....	no.....	book questions.....
2	8	3	5	2	none.....	.....	no.....	book questions.....
3	14	3	0	2	none.....	.....	a little ..	questions, map used ..
4	12	3	1	3	none.....	.....	yes.....	questions
5	..	..	..	..	.....	.....	.....	.....
6	8	3	0	2	none.....	.....	no.....	book questions.....
7	11	4	0	2	none .....	.....	no.....	book questions.....
F								
1	9	3	5	3	none.....	.....	no.....	questions
2	7	3	0	2	none.....	.....	no.....	book questions, use wall maps
3	12	5	0	2	none.....	.....	no.....	book questions
4	7	2	6	2	none.....	.....	no.....	book questions
5	3	3	0	2	none.....	.....	no.....	question and answer ..
6	9	5	0	2	none.....	.....	no.....	book questions.....
7	6	5	0	3	none.....	.....	no.....	questions
G								
1	62	4	15	2	many.....	in connection with lessons	yes.....	topical.....
2	9	2	0	2	a few.....	in connection with lessons	yes.....	questions and supplementary work
3	7	2	3	2	one.....	not used	yes.....	questions and supplementary work
4	3	3	0	3	a few.....	not used	no.....	map questions, read descriptive
5	6	3	0	2	none.....	.....	no.....	map questions, read descriptive
6	6	2	9	2	9	used for read., no attempt to connect with geog. ency. for reference.....	no.....	map questions and descriptive
7	22	2	0	2	a few.....	.....	little.....	map questions usually
8	9	3	0	2	3	supple. read'g not in connection with lesson.	no.....	book questions
9	11	2	0	1	.....	not used.....	little.....	map questions, oral instruction
10	10	3	0	2	none.....	.....	no.....	questions
11	8	3	3	2	many.....	not much with geog.....	no.....	map questions.....
12	9	2	0	2	none.....	.....	no.....	book questions

TABLE III.—FAIRFIELD COUNTY—GEOGRAPHY. 389

If oral work, in what year?	What plan of oral work?	Is there map drawing.	Is there reading of maps?	Any plan other than text-books?	Does teacher make special preparation?	Are children interested?	TOWN.
indefinite...	information about town, county, state	no....	no....	yes....	no.....	yes.....	D 1
none ..	.....	yes....	no....	no....	no.....	yes.....	2
none .....	.....	yes....	no....	yes....	yes.....	some are..	3
none .....	.....	no....	no....	little...	no.....	yes.....	4
none .....	.....	no....	no....	no....	no.....	yes.....	5
when pup'ls are 6 y'rs old	natural features, boundaries.....	no....	no....	no....	no.....	yes.....	E 1
"with prim- er class"	names of political division, natural features	no....	no....	no....	on some days	yes.....	2
indefinite...	natural features.....	yes....	no....	yes....	no.....	some are..	3
indefinite...	locating places.....	no....	no....	yes....	yes.....	yes.....	4
.....	.....	.....	.....	.....	.....	.....	5
none .....	.....	no....	no....	no....	no.....	.....	6
none .....	.....	no....	no....	no....	no.....	yes.....	7
indefinite...	natural features, names, etc.....	no....	no....	no....	no.....	yes.....	F 1
when 8 y'rs old	point out places on map.....	yes....	no....	no....	yes.....	yes.....	2
indefinite...	.....	no....	no....	no....	no.....	.....	3
indefinite...	talks by teacher.....	no....	no....	no....	no.....	no.....	4
none.....	.....	no....	no....	no....	no.....	no.....	5
none .....	.....	no....	no....	no....	no.....	no.....	6
indefinite...	.....	no....	no....	no....	yes.....	yes.....	7
primary room	direction, natural features, the sand table	a little.	no....	yes....	yes.....	yes.....	G 1
indefinite...	natural features.....	yes....	no....	little...	yes.....	some are..	2
indefinite...	information about county, town, state	no....	no....	little...	yes.....	yes.....	3
none .....	.....	yes....	no....	no....	no.....	yes.....	4
none .....	.....	a little.	no....	little...	yes.....	yes.....	5
indefinite...	names of Continents, natural features	no....	no....	little...	no.....	yes.....	6
none .....	.....	yes....	no....	a little.	no.....	yes.....	7
none .....	.....	yes....	no....	no....	"some"	yes.....	8
none .....	.....	no....	no....	a little.	no.....	some are..	9
none .....	.....	no....	no....	no....	no.....	most of them	10
indefinite...	natural features.....	yes....	no....	no....	no.....	yes.....	11
none .....	.....	yes....	no....	no....	no.....	yes.....	12

TOWN.	How many study the subject?	How many classes?	How many taught orally?	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?
H								
1	15	3	0	2	none.....	.....	no.....	questions by teacher..
2	12	3	0	3	none.....	.....	no.....	book questions
3	12	1	0	2	none.....	.....	no.....	questions and wall maps
4	0	0	6	2	none.....	.....	.....	.....
5	48	5	0	2	Ency.....	reference	yes.....	map questions and map studies
6	5	2	4	2	none.....	.....	yes.....	questions and talks...
7	15	4	3	3	none.....	.....	no.....	book questions
8	10	2	2	2	none.....	.....	no.....	book questions
I								
1	11	2	0	2	none.....	.....	yes.....	questions and answers
2	7	3	4	3	none.....	.....	yes.....	questions and wall maps
3	6	3	0	1	none.....	.....	no.....	question and answer..
4	4	2	0	2	none.....	.....	no.....	question and answer...
5	5	5	0	2	none.....	.....	no.....	questions and answers
6	7	2	7	2	.....	.....	.....	.....
J								
1	31	3	0	2	.....	.....	.....	.....
2	0	0	0	..	.....	.....	.....	.....
3	17	2	0	2	I	children use it occasionally	.....	.....
4	12	3	0	2	none.....	.....	no.....	.....
5	8	2	0	2	none.....	.....	.....	.....
6	29	5	0	2	none.....	.....	.....	.....
7	5	3	4	..	.....	.....	no.....	.....
K								
1	105	5	56	2	none.....	.....	yes.....	topical.....
2	6	4	..	2	Ency.....	older pupils.....	yes.....	wall maps.....
3	14	2	5	2	none.....	.....	little....	book questions.....
L								
1	182	7	0	2	.....	.....	yes.....	questions, topical....
2	..	4	0	2	none.....	.....	.....	.....
3	5	2	0	2	none.....	.....	no.....	book questions.
4	9	3	0	..	.....	.....	.....	.....
5	10	3	0	2	none.....	.....	a little...	book questions.....
6	4	2	0	..	.....	.....	.....	.....

TABLE III.—FAIRFIELD COUNTY — GEOGRAPHY. 391

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-books?	Does teacher make special preparation?	Are children interested?	TOWN.
none		yes....	no....	yes....	no.....	yes.....	H 1
none		no....	no....	no....	no.....	yes.....	2
none		no....	yes....	no....	yes.....	yes.....	3
indefinite...	direction, natural feature.....	no....	no....				4
none		yes....	yes....	yes....	no.....	yes.....	5
indefinite...		no....	no....	very little	a little	no..	6
indefinite...	teach names of counties, towns, rivers, etc.	no....	no....	no....	no.....	yes.....	7
indefinite...	information about town, state, natural features	yes....	no....	no....	no.....	yes.....	8
none		no....		no....	yes.....	yes.....	I 1
indefinite...	teach name of county, State, etc.	no....	yes....		yes.....	yes.....	2
none		no....	no....	no....	yes.....		3
none		no....	no....	no....	no.....		4
none		no....	no....				5
							6
		no....					J 1
							2
		no....					3
		no....			no.....		4
		no....					5
		no....		yes....			6
		not often					7
third year...	natural features, place lessons	yes....	yes....	yes....	yes.....	yes.....	K 1
first.....	natural features.....	yes....	yes....	no....	yes.....	yes.....	2
indefinite...	talk about different States.....	no....	no....	little..	yes.....	would be if they had more books for inform'n	3
none		yes....		yes....	yes.....	yes.....	L 1
							2
none		very little	no....	no....	no.....		3
							4
none		no....				not much ..	5
							6

TOWN.	How many study the subject?	How many classes?	How many taught orally?	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory.	What method of recitation used?
7	10	3	0	2	none.....	.....	very little	book questions.....
8	3	2	1	2	.....	.....	.....	.....
9	11	4	0	2	none.....	.....	no.....	book question.....
10	3	3	0	..	.....	.....	.....	.....
11	10	3	0	2	none.....	.....	no.....	question.....
M								
1	54	4	0	3	a few.....	under teacher's direction	yes.....	book questions.....
2	20	2	12	2	none.....	.....	.....	.....
3	5	2	0	..	.....	.....	.....	.....
4	14	2	0	2	none.....	.....	.....	.....
5	10	2	0	2	none.....	.....	.....	.....
6	9	2	6	2	4	.....	yes.....	talk about lesson.....
7	16	3	0	2	none.....	.....	yes.....	question.....
8	3	2	0	..	none.....	.....	.....	.....
9	8	2	2	2	none.....	.....	yes.....	"recite lesson when learned"
10	17	2	0	2	.....	.....	.....	.....
11	3	3	3	2	none.....	.....	.....	.....
12	10	2	7	2	none.....	.....	no.....	book questions.....
13	6	3	0	2	none.....	.....	yes.....	book questions and suppl. questions
14	8	3	0	2	none.....	.....	.....	.....
15	9	3	..	2	.....	.....	.....	topically.....
16	6	3	0	2	none.....	.....	yes.....	.....
17	7	2	7	2	.....	.....	a little...	questions.....
18	7	2	3	2	none.....	.....	no.....	questions and topical
19	8	2	0	2	none.....	.....	yes.....	using black-board, slates
N								
1	7	3	0	2	none.....	.....	.....	.....
2	8	3	6	2	.....	.....	.....	.....
3	5	1	0	1	1	for reference.....	.....	questions and talks....
4	7	4	0	3	none.....	.....	yes.....	.....
5	7	3	0	2	none.....	.....	.....	book questions.....
6	19	3	0	2	none.....	.....	.....	.....
7	13	4	0	2	Ency.....	.....	no.....	book questions.....

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-books?	Does teacher make special preparation?	Are children interested?	TOWN.
none		no.		no.	no.	not much	7
		yes				no.	8
		no.		no.	no.	no.	9
		no.					10
		yes	yes	no.		yes	11
none		yes	yes	a little.	yes	yes	M 1
				yes	yes		2
							3
		no.	yes	no.	yes	yes	4
		no.	no.	no.	no.		5
fifth year	observation lessons, animals, plants	yes	no.	a little.	yes		6
		yes		yes	yes	yes	7
							8
third year		yes		no.	yes	yes	9
		yes					10
		no.					11
		no.			no.	no.	12
		yes	yes	no.		yes	13
when pupils begins 3d r.					no.	yes	
		yes	yes	no.	no.	yes	
indefinite		yes	a little.	yes	yes	some are	
		yes		no.	not always	yes	18
		no.	yes	no.	yes	yes	19
							N 1
		yes					2
		no.				yes	3
		yes	yes	yes	"some"	"appear to be"	4
		no.					5
		yes			no.		6
	from map	occa'y			yes		7

TOWN.	How many study the subject?	How many classes?	How many taught orally?	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used
O								
1	124	7	13	2	a few.....	reference and supplementary reading	yes.....	oral and written.....
2	5	2	5	2	.....	.....	yes.....	book questions.....
3	4	2	4	..	none.....	.....	yes.....	questions, talks.....
4	8	2	0	2	.....	.....	yes.....	.....
5	7	3	0	2	none.....	.....	yes.....	written and oral.....
6	3	2	0	..	none.....	.....	no.....	book questions.....
7	10	2	15	..	.....	.....	.....	.....
8	5	3	0	2	none.....	.....	yes.....	book questions.....
9	10	2	7	2	.....	.....	no.....	.....
10	5	5	0	..	.....	.....	.....	.....
11	9	2	1	2	Ency.....	reference.....	yes.....	topical.....
P								
1	259	7	319	2	many.....	supplementary reading in connection with topics	yes.....	topical.....
2	73	6	25	2	none.....	.....	yes.....	study from maps, book question
3	47	3	15	2	a few.....	used a little with older pupils	a little...	book questions and talks
4	127	3	83	2	many.....	not much.....	yes.....	topical.....
5	19	3	40	1	none.....	.....	a little...	smaller classes map questions only, older pupils topical
6	148	5	195	2	many.....	not used.....	yes.....	topical.....
7	107	5	76	2	a few.....	used but little.....	yes.....	topical.....
Q								
1	41	3	30	2	10	reference.....	.....	.....
2	16	2	0	2	none.....	.....	.....	.....
3	4	1	20	..	.....	.....	.....	.....
4	15	4	4	..	none.....	.....	.....	.....
5	21	3	0	2	none.....	.....	.....	book questions.....
6	25	2	5	..	.....	.....	a little...	book questions.....
7	14	3	0	2	1	.....	.....	.....
8	28	3	0	2	none.....	.....	.....	.....
9	15	3	0	2	none.....	.....	very little	.....
10	10	1	17	2	4	.....	.....	.....
11	9	2	0	..	.....	.....	.....	.....
R								
1	*	*	0	2	none.....	.....	very little	book questions, topical by few
2	*	*	17	2	many.....	in higher grades.....	yes.....	book questions, topical in part

* Beginning with grade IV.

TABLE III.—FAIRFIELD COUNTY—GEOGRAPHY. 395

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-books?	Does teacher make special preparation?	Are children interested?	TOWN.
third year...		yes....	yes....	yes....	yes.....	yes.....	O 1
.....		no....	no....	little...	no.....	yes.....	2
.....	direction.....	yes....	.....	yes....	yes.....	yes.....	3
.....		.....	.....	yes....	yes.....	yes.....	4
.....		a little.	yes....	no....	no.....	no.....	5
.....		a little.	.....	.....	.....	.....	6
.....		yes....	.....	.....	yes....	.....	7
.....		yes....	.....	no....	yes.....	yes.....	8
.....		.....	.....	.....	.....	.....	9
.....		no....	.....	.....	.....	.....	10
.....		yes....	.....	.....	.....	yes.....	11
second.....	direction, form of surrounding country	yes....	yes....	yes....	yes.....	yes.....	P 1
indefinite...	names of State capitals.....	yes....	no....	a little.	yes.....	yes.....	2
indefinite...	land and water forms.....	yes....	no....	no....	yes.....	yes.....	3
second year.	natural features, local geography, moulding board	yes....	yes....	yes....	yes.....	yes.....	4
indefinite...	local geography, natural features.....	no....	no....	little...	yes.....	yes.....	5
first grade..	stories, natural features, local geography	yes....	yes....	yes....	yes.....	yes.....	6
second.....	natural features, local geography, direction	yes....	yes....	yes....	yes.....	yes.....	7
.....		yes....	.....	.....	.....	.....	Q 1
.....		.....	.....	.....	.....	yes.....	2
.....		.....	.....	.....	.....	yes.....	3
.....		yes....	.....	.....	.....	.....	4
.....		yes....	.....	.....	.....	.....	5
.....		a little.	.....	.....	.....	.....	6
.....		a little.	.....	.....	.....	.....	7
.....		yes....	.....	.....	.....	.....	8
.....		yes....	.....	.....	.....	no.....	9
.....		yes....	.....	.....	.....	.....	10
.....		.....	.....	.....	.....	.....	11
none.....		yes....	.....	two have	some do...	yes.....	R 1
third.....		yes....	.....	.....	yes....	yes.....	2

TOWN.	How many study the subject?	How many classes?	How many taught orally?	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?
3	12	3	8	2	none		no	book questions
4	29	3	17	2			yes	
5	6	2	0	2	none		very little	book questions
6	9	3	0	2	none		no	book questions
7	11	4	0	2	none		yes	topical
8	16	2	0	2	none		yes	book question topics
9	13	2	0					
10	10	2	0	2	none			
11	16	3	0	2	none		very little	book questions
12	8	2	0	1	none		very little	book questions
13	23	4	0	2	2	reference	yes	book questions
S								
1	54	4	47	2	none		very little	book questions
2	33	3	0					
3	56	4	15	2	none		yes	book questions topical
4	48	4	0	2	none			book questions
5	10	3	0	2	2			book questions
6	12	3	0	2	none			questions
7	11	2	0	2	none		a little	book questions
8	5	3	3	2	2		little	
9	8	2	6	2	1		yes	
10	8	3	0					
11	7	6	0		none			book questions
12	3	3	7	2	none		no	book questions
13	14	2	5	2	geog. readers	teacher reads it		
14	11	3	0	2	none		no	
T								
1	7	5	3	3			a little	
2	6	3	3	2	none		yes	
3	8	3	0	2			yes	
4	12	3	0	2			yes	book questions
5	16	4	4	3			yes	
6	7	2	3	3			yes	questions, talks
7	6	2	3	3	none		yes	question and answers
8	1	2	0					

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-books?	Does teacher make special preparation?	Are children interested?	TOWN.
						no.....	1
						yes.....	4
none.....		yes.....		no.....		yes.....	5
none.....		yes.....		no.....	no.....	no.....	6
none.....		yes.....	yes.....	yes.....	yes.....	yes.....	7
none.....		yes.....	yes.....	yes.....	yes.....	yes.....	8
indefinite...	a few boundaries.....	yes.....			no.....	yes.....	9
		yes.....		no.....			10
none.....		yes.....					11
none.....		yes.....		no.....	no.....	yes.....	12
none.....			yes.....	no.....	a little	yes.....	13
indefinite...		very little		no.....	yes.....	yes.....	S 1
							2
		yes.....			yes.....	yes.....	3
		yes.....					4
		yes.....				no.....	5
							6
		no.....					7
		yes.....					8
		yes.....					9
		no.....					10
		yes.....		no.....			11
indefinite...	none.....	no.....		no.....			12
		no.....					13
		yes.....					14
				no.....		yes.....	T 1
		yes.....			yes.....	yes.....	2
		yes.....			yes.....	yes.....	3
		a little		a little	yes.....	yes.....	4
				yes.....	yes.....	yes.....	5
when pu. is 7 years old second year			yes.....	yes.....	yes.....	yes.....	6
		some...	no.....	no.....	yes.....	yes.....	7
							8

TOWN.	How many study the subject?	How many classes?	How many taught orally?	How many books prescribed?	How many books in library bearing on subject?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?
C 1	161	7	61	2	several.....	supplementary to lessons	yes.....	questions and topics...
2	18	3	0	1	several.....	not used.....	yes.....	descriptive and book questions
3	5	1	5	1	none.....	.....	yes.....	supplementary questions?
4	10	2	0	1	none.....	.....	yes.....	oral and written work.
5	5	2	6	1	none.....	.....	no.....	book questions.....
V 1	*	■	grades 1-3 inc	2	most of the schools have a few	supplementary of lesson	yes.....	topical.....
W 1	■	*	..	2	Ency. and few others.	for reference in some of the rooms	yes.....	topical.....

* Book taken up with fourth grade.

TABLE III.—FAIRFIELD COUNTY — GEOGRAPHY. 399

If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Any plan other than text-books?	Does teacher make special preparation?	Are children interested?	TOWN.
indefinite ...	bound and locate places	yes....	.....	yes....	yes.....	yes.....	U
indefinite ...	natural features.....	a little.	no....	no....	no.....	yes.....	I
indefinite ...	natural features and continent	no....	no	a little.	yes.....	yes.....	2
indefinite ...	natural features, direction, capitals...	no....	no....	yes....	yes.....	yes.....	3
indefinite ...	bound Connecticut, capitals, natural features	no....	no....	no....	no.....	yes.....	4
indefinite ...	direction, form maps of school ground	yes....	yes....	yes....	yes.....	yes.....	5
first year...	.....	yes....	.....	yes...	yes.....	yes.....	V
.....	.....	yes....	.....	yes...	yes.....	yes.....	I
							W
							I

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.
 1. *Does John know which pencil to use? No, he is writing with Mary's pencil.*
 2. *The (fourth) day of the week is (Wednesday).*
 3. *You and I wear shoes.*
 4. *The scholars all said, "Two and two are four."*
 5. *Whose knife is this?*
 Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such,
 Number who failed to:
 Begin each sentence with capital,
 Begin three proper nouns with capital,
 Use capital for pronoun I,
 Use the interrogation point correctly,
 Use the four periods correctly,
 Use the apostrophe with the possessive,
 Use the quotation marks correctly,
 Number words misspelled in:
 Sentences (italicized words only regarded),
 Ten dictated words,

Age of Pupils,	10	11	12	13	14	15	16	17	18	Total.
Advanced Examination. —Number of pupils trying examination,	1	15	66	143	196	118	43	11	5	598
<i>Mental Arithmetic.</i> —Incorrect answers to:	0	3	9	22	42	31	9	3	1	120
(1) $\frac{1}{2}$ + $\frac{1}{4}$,	0	3	9	22	41	72	45	22	8	223
(2) $\frac{2}{3}$ + $\frac{1}{6}$,	0	3	20	40	70	44	16	7	1	213
(3) $\frac{2}{3}$ - $\frac{1}{6}$,	0	1	45	92	148	87	30	7	3	424
(4) $\frac{3}{4}$ is what per cent. of $\frac{1}{2}$?	0	7	38	72	117	60	13	8	2	317
(5) 3 is what per cent. of 30?	0	1	16	16	31	17	7	3	0	91
<i>Written Arithmetic.</i> —Incorrect answers to:	0	7	34	63	98	50	17	7	3	279
(1) $423 + 669 + 87 + 538 + 75$,	0	7	34	63	98	50	17	7	3	279
(2) At the rate of $37\frac{1}{2}$ cents a peck, what will 1850 bushels of wheat cost?	0	7	34	63	98	50	17	7	3	279
(3) If 12½ lbs. of sugar cost \$1, how many lbs. can be bought for 60 cents?	0	7	34	63	98	50	17	7	3	279
(4) What is the interest at 5 per cent. of \$300 from to-day to January 1, 1894?	1	9	48	100	143	94	35	8	3	441
(5) Calling 8 hours a day's work, how much will a man earn in 5 days and 6 hours at \$1.50 a day?	0	4	34	55	93	63	21	7	4	281
(6) $(2489 \times 120 - 98) \div 39 = ?$	0	7	42	69	96	57	20	6	2	299

NOTE.—Blanks indicate that a question was asked of no pupil of that age: questions one, four, and five of the eight problems, for instance, were asked of no child sixteen years old. To every child of the 2377 who took the primary examination, each question was dictated, —except that

(1) The fourth question in fractions ($\frac{2}{3} + \frac{1}{6}$) was not dictated to 46 out of the 2377 pupils answering. The exact number to whom it was dictated was, age by age, from age 7 to the total, successively and inclusively, 6, 64, 198, 424, 516, 515, 388, 169, 50, 1 = 2331.

Dictation.—Write at dictation i, u, t, h, a, o, y, f, l, o, b.									
1. Does John know which pencil to use? No, he is writing with Mary's pencil.	.....	.....	.....	.....	.....	.....	.....	.....	.....
2. The (fourth) day of the week is (Wednesday).	.....	.....	.....	.....	.....	.....	.....	.....	.....
3. You and I wear shoes.	.....	.....	.....	.....	.....	.....	.....	.....	.....
4. The scholars all said, "Two and two are four."	.....	.....	.....	.....	.....	.....	.....	.....	.....
5. Whose knife is this?	.....	.....	.....	.....	.....	.....	.....	.....	.....
Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number pupils trying dictation and spelling,	3	20	67	122	148	159	185	77	36
Number who failed to:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Begin each sentence with capital,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Begin three proper nouns with capital,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use capital for pronoun I,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the interrogation point correctly,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the four periods correctly,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the apostrophe with the possessive,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the quotation marks correctly,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number words misspelled in:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sentences (italicized words only regarded),	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ten dictated words,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Age of Pupils,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Advanced Examination.—Number pupils trying examination,	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mental Arithmetic.—Incorrect answers to:	.....	.....	.....	.....	.....	.....	.....	.....	.....
(1) $\frac{1}{2} + \frac{1}{4}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....
(2) $\frac{2}{3} + \frac{1}{6}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....
(3) $\frac{2}{3} - \frac{1}{6}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....
(4) 3 is what per cent. of 12?	.....	.....	.....	.....	.....	.....	.....	.....	.....
(5) What is 10 per cent. of 30?	.....	.....	.....	.....	.....	.....	.....	.....	.....
Written Arithmetic.—Incorrect answers to:	.....	.....	.....	.....	.....	.....	.....	.....	.....
(1) 423 + 669 + 87 + 538 + 75,	.....	.....	.....	.....	.....	.....	.....	.....	.....
(2) At the rate of 37½ cents a peck, what will 1850 bushels of wheat cost?	.....	.....	.....	.....	.....	.....	.....	.....	.....
(3) If 12½ lbs. of sugar cost \$1, how many lbs. can be bought for 60 cents?	.....	.....	.....	.....	.....	.....	.....	.....	.....
(4) What is the interest on \$300 from to-day to January 1, 1894, at 5 per cent.?	.....	.....	.....	.....	.....	.....	.....	.....	.....
(5) Calling 8 hours a day's work, how much will a man earn in five days and 6 hours at \$1.50 per day?	.....	.....	.....	.....	.....	.....	.....	.....	.....
(6) $(2489 \times 120 - 98) \div 39 = ?$	.....	.....	.....	.....	.....	.....	.....	.....	.....

NOTE.—The number of pupils to whom the fractions and eight problems were given is an average number.

Dictation—Write at dictation i, u, t, h, a, o, y, F, L, O, B.														
1. Does John know which pencil to use? No, he is writing with Mary's pencil.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2. The fourth day of the week is (Wednesday).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3. You and I wear shoes.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4. The scholars all said, "Two and two are four."	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Write in a column:—busy, comb, eyes, goes, cents, sugar, collar, to-day, such.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number who failed to:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Begin each sentence with capital.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Begin three proper nouns with capital.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use capital for pronoun I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the interrogation point correctly.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the four periods correctly.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the apostrophe with the possessive.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the quotation marks correctly.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number words misspelled in:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sentences (italicized words only regarded).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ten dictated words.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Age of Pupils,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Advanced Examinations.—Number of pupils trying examination,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mental Work and Dictated Written Addition.—Incorrect answers to:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(1) $\frac{1}{2} + \frac{1}{4}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(2) $\frac{2}{3} + \frac{1}{6}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(3) $\frac{2}{3} - \frac{1}{6}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(4) $184 + 345 + 696 + 69 + 423 + 75$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mental Work, Arithmetic.—Number pupils,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(1) 10 per cent. of 20?	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(2) 5 is what per cent. of 25?	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Written Work.—Number pupils to whom the first two problems were given,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(1) At the rate of $37\frac{1}{2}$ cents a peck, what will 1850 bushels of wheat cost?	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(2) If $12\frac{1}{2}$ lbs. of sugar cost \$1, how many lbs. can be bought for 75 cents?	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(Interest omitted). Number pupils to whom the last two questions were given.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(3) Calling 8 hours a day's work, how much will a man earn in 5 days and 6 hours at	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(4) $\$1.50 \text{ a day? } (2,459 \times 120 - 98) \div 39 = ?$	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

NOTES.—The figures under advanced examinations apply, as will be seen, to graded schools only. The districts having been abolished, the elder pupils attend the graded schools centrally situated. The following exceptions are to be noted: (1) The first number story was dictated to 89 pupils (not to 58 as were the others), of which number 65 were from the graded, and 24 from the ungraded schools. (2) Problems 4, 5, 6, were given to 106 pupils (not to 167 as were the others), of which number 82 were from the graded, and 24 from the ungraded schools. (3) After the question, What is $\frac{2}{3} + \frac{1}{6}$? (asked of 103 pupils in primary examination), the examiner put this question, What is $\frac{2}{3} - \frac{1}{6}$? to 61 pupils in graded schools and received 31 correct replies.

TOWN D.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Total.
Primary Examination. —Number of pupils trying examination, Number who could write currently and legibly,	4	8	10	12	8	2	4	3	1 52
Mental Arithmetic. — <i>Addition</i> —(Examples $9 + 5$; $17 + 9$; $38 + 9$). Whole number of answers, Number of incorrect answers, <i>Subtraction</i> —(Examples $11 - 4$; $25 - 8$). Whole number answers, Number of incorrect answers, <i>Multiplication</i> —(Examples 7×8 ; 6×7 ; 9×8 ; 7×12). Whole number answers, Number of incorrect answers, <i>Division</i> —(Examples $54 \div 9$; $27 \div 3$; $19 \div 6$). Whole number answers, Number of incorrect answers, <i>Fractions</i> —Number of pupils to whom fractions were dictated, Number of incorrect answers to: $1. \frac{1}{2} + \frac{1}{4}$, $2. \frac{2}{3} + \frac{1}{6}$,	11	24	30	34	23	5	11	8	2 148
Number Stories. —Number of pupils to whom number stories were dictated, Number of incorrect answers to: 1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get? 2. It is now 10 minutes after ten, what time was it five minutes ago? 3. Alice had twelve oranges, how many can she give away and keep four? 4. I have ten cents to spend for 2 cent stamps, how many can I buy?	3	4	3	3	2	0	0	0	0 16
Written Arithmetic. —Number of pupils working these four examples, Number of incorrect answers to: <i>Addition</i> —($245 + 78$; $669 + 75$; 201), <i>Subtraction</i> —($604 - 135$), <i>Multiplication</i> —(344×29), <i>Division</i> —($546 \div 3$),	1	6	5	6	6	0	2	1	0 31
Problems. —Number of pupils to whom these problems were given, Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother? 2. A schoolroom is 6 yards and 2 feet long. How many feet long is it? 3. Henry had 40 cents. His sister had $\frac{4}{5}$ as many. How many had the sister? 4. A wood-cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years? 5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, at another 50 cents. How many cents did he put into his money box? 6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John? 7. A man uses 124 envelopes in a month. How many will he use in 6 months? 8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars does he receive each month?	4	7	10	10	7	1	3	2	0 44
	3	8	10	10	7	1	3	2	0 44
	3	7	5	3	3	0	1	0	0 22
	3	5	3	2	1	0	2	1	0 18
	3	7	3	2	1	0	2	1	0 10
	3	4	2	1	1	0	2	0	0 12
	3	8	10	9	5	0	2	2	0 39
	1	1	0	0	0	0	1	0	0 3
	2	6	5	6	6	0	1	2	0 38
	3	7	8	9	6	1	2	2	0 38
	2	2	5	2	3	0	0	1	0 15
	3	4	2	1	3	0	0	0	0 13
	3	4	4	3	2	0	0	0	0 16
	3	5	3	2	2	0	1	0	0 16
	3	5	9	6	2	0	2	2	0 29

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.															
1. Does John know which pencil to use? No, he is writing with Mary's pencil.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2. The (fourth) day of the week is (Wednesday).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3. You and I wear shoes.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4. The scholars all said, "Two and two are four."	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5. Whose knife is this?	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Write in a column :—bus, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number who failed to :—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Begin each sentence with capital,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use capital for proper nouns with capital,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use capital for pronoun I,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the interrogation point correctly,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the four periods correctly,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the apostrophe with the possessive,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the quotation marks correctly,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number of words misspelled in :—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sentences (italicized words only regarded),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ten dictated words,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Age of Pupils,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Advanced Examination.—Number of pupils trying examination,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mental work.—Failures to answer correctly :	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(1) $\frac{1}{2} + \frac{1}{4}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(2) $\frac{2}{3} + \frac{1}{6}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(3) $\frac{2}{3} - \frac{1}{6}$, [See Note (2), 1.]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(4) 10 per cent. of 20? [See Note (3),]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(5) 5 is what per cent. of 25? [See Note (3),]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Written Work.—Number of pupils,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Failures to : (1) $184 + 345 + 606 + 60 + 423 + 75$, [See Note (4),]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(2) At the rate of $37\frac{1}{2}$ cents a peck, what will 285c bushels of wheat cost? [See Note (5),]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(3) If $12\frac{1}{2}$ lbs. of sugar cost \$1, how many lbs. can be bought for 75 cents? .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(4) What is the interest at 8 per cent. of \$2.50 from to-day to January 1, 1894? .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(5) Calling 8 hours a day's work, how much will a man earn in 5 days and 6 hours at \$1.50 a day? .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(6) $(2459 \times 120 - 98) \div 39 = ?$ .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

NOTE.—The dictation and spelling were done by the entire 52 pupils. These exceptions are to be noted : (1) The second and third problems (having 28 and 38 failures respectively), were given to 45 pupils. (2) In the advanced examination the third question ($2\frac{1}{2} - \frac{1}{6}$) was given to 6 (not 10) pupils. (3) The next two (percentage) were dictated to 16 pupils (not 10). (4) The next question (written addition) was dictated to 12 pupils only. (5) The next two having as failures 8 and 6 pupils were solved by the entire 23; the last three were in order wrought by 22, 20, and 19 pupils respectively.

Dictation. — Write at dictation i, u, t, h, a, o, y, F, L, O, B.

1. Does *John know which pencil to use*? No, he is *writing with Mary's pencil*.
2. The *fourth* day of the week is (*Wednesday*).
3. *You and I wear shoes*.
4. The scholars all said, "*Two and two are four*."
5. *Whose knife is this*?

Write in a column: — busy, comb, eyes, goes, eggs, cents, sugar, collar, to day, such.

5. *Whose knife is this?*
Write in a column: — busy, comb, eyes, goes, sugar, collar, to day, such.
Number who failed to: —

- Begin each sentence with capital.
- Use three proper nouns with capital,
- Use capital for pronoun I,
- Use the interrogation point correctly,
- Use the four periods correctly,
- Use the apostrophe with the possessive,
- Use the quotation marks correctly.

Number words misspelled in — Sentences (italicized words only regarded).
 Use the quotation marks correctly,

Ten dictated words,

Age of Pupils,

Advanced Examination.—Number of pupils trying examination,

Mental Arithmetic—Incorrect answers to:

$$\frac{2}{3} + \frac{1}{6} - \frac{1}{6}$$

10 per cent. of 20?

5 is what per cent.

• • • • •

50 bushels of wheat cost?

can be bought for 75 cents?

from to-day to Jan. 1, 1894? .

will a man earn in 5 days and 6 hours at

\$1.50 a day? . . .

$$(2489 \times 120 - 98) \div 39 = ?$$

111

NOTES: The second frac

NOTES: The second track

number story were dictated

(56) of pupils writing the

130

NOTES : The second fraction ($\frac{2}{3} + \frac{1}{6}$) was asked of 44 pupils (not 51) of whom 19 were from graded and 25 from ungraded schools. The second and fourth number story were dictated (not to 43 but) to 29 pupils, the same number as wrote the problems. The dictation and spelling were asked of the entire number (56) of pupils writing the examination.

[illegible]

NOTES : The second fraction ($\frac{2}{3} + \frac{1}{6}$) was asked of 44 pupils (not 51) of whom 19 were from graded and 25 from ungraded schools. The second and fourth number story were dictated (not to 43 but) to 29 pupils, the same number as wrote the problems. The dictation and spelling were asked of the entire number (56) of pupils writing the examination.

TOWN F.

Age of Pupils,	7	8	9	10	11	12	13	14	15	16	Total.
Primary Examination.—Number of pupils trying examination,	3	2	6	6	6	9	7	5	.....	.....	44
Number who could write currently and legibly,	1	0	1	2	3	4	4	3	.....	.....	18
Mental Arithmetic.— <i>Addition</i> —(Examples $7 + 8$; $18 + 6$). Whole number of answers,
Number of incorrect answers,	6	4	12	12	12	14	14	.....	.....	88
<i>Subtraction</i> —(Examples $13 - 5$; $35 - 9$). Whole number answers,	3	2	1	12	1	1	1	.....	.....	12
Number of incorrect answers,	6	4	12	12	12	14	14	.....	.....	88
<i>Multiplication</i> —(Examples 8×7 ; 6×9). Whole number answers,	4	3	7	7	6	7	2	.....	.....	39
Number of incorrect answers,	6	4	12	12	12	14	14	.....	.....	88
<i>Division</i> —(Examples $72 \div 8$; $17 \div 5$). Whole number answers,	4	3	6	4	6	5	0	.....	.....	32
Number of incorrect answers,	6	4	12	12	12	14	14	.....	.....	88
<i>Fractions</i> —Number of incorrect answers to: 1. $\frac{1}{2}$ of 12,	4	4	8	5	6	7	3	.....	.....	41
2. 5 is what part of 20?	2	2	2	3	1	4	2	.....	.....	19
3. $\frac{3}{4} + \frac{1}{4}$,	3	2	4	5	4	4	2	.....	.....	26
4. $\frac{2}{3} + \frac{1}{3}$,	3	2	5	4	3	4	4	.....	.....	27
5. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?	3	2	5	5	6	7	5	.....	.....	56
Number Stories.—Number of incorrect answers to: 1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?	3	2	4	3	1	3	2	.....	.....	21
2. How many school-days in four weeks?	2	2	5	1	1	2	1	.....	.....	16
3. John had 24 marbles. He lost $\frac{1}{4}$ of them. How many did he have left?	3	2	5	4	4	0	6	.....	.....	35
4. Draw a line one inch long,	2	2	0	5	5	7	6	.....	.....	38
Written Arithmetic.—Number of incorrect answers to:
<i>Addition</i> —(367, 20, 263, 100, 8),	3	2	4	4	2	3	4	.....	.....	25
<i>Subtraction</i> —(104 - 25),	3	2	3	2	0	4	2	.....	.....	19
<i>Multiplication</i> —(609 \times 28),	3	2	4	6	0	2	2	.....	.....	23
<i>Division</i> —(546 \div 3),	3	2	4	2	0	2	3	.....	.....	18
Problems.—Number of incorrect answers to:
1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?	3	2	3	2	0	2	1	.....	.....	14
2. A schoolroom is 6 yards and a feet long. How many feet long is it?	3	2	5	4	1	6	3	.....	.....	28
3. Henry had 40 cents. His sister had $\frac{1}{4}$ as many. How many had his sister?	3	2	5	4	3	4	5	.....	.....	30
4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years?	3	2	4	2	1	3	2	.....	.....	20
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 30 cents. How many cents did he put into his money box? How many more days has Henry attended than John?	3	2	2	1	1	0	1	.....	.....	11
6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John?	3	2	4	5	2	3	2	.....	.....	22
7. A man uses 124 envelopes in a month. How many will he use in 6 months?	3	2	5	1	1	2	1	.....	.....	15
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars does he receive each month?	3	2	4	3	2	6	2	.....	.....	25

TOWN G.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Gr.	Unq.	Total.	
Primary Examination.—Number pupils trying examination,	1	1	2	5	21	24	40	33	32	25	14	7	150	54	204	
Number who could write currently and legibly,	1	2	6	9	13	10	13	3	4	68	14	82		
Mental Arithmetic.—Addition—(Examples 7 + 8; 18 + 6). Whole number of answers,	2	4	10	34	52	30	20	10	11	2	98	108	206	
Number of incorrect answers,	0	0	2	6	4	3	1	4	0	0	16	6	22	
Subtraction—(Examples 13—5; 35—9). Whole number answers,	2	4	10	34	52	30	20	10	11	2	98	108	206	
Number of incorrect answers,	0	0	2	6	4	3	1	4	0	0	16	6	22	
Multiplication—(Examples 8 × 7; 6 × 9). Whole number answers,	1	3	7	22	17	19	10	12	3	5	57	43	100	
Number of incorrect answers,	2	4	10	34	52	30	20	10	11	2	98	108	206	
Division—(Examples 72 ÷ 8; 17 ÷ 5). Whole number answers,	1	0	6	14	16	8	5	8	2	2	36	27	63	
Number of incorrect answers,	2	4	10	34	52	30	20	10	11	2	98	108	206	
Fractions.—Number pupils of whom fractions and number stories were asked,	1	2	5	25	23	30	18	11	5	4	69	56	125	
Number of incorrect answers to: 1. $\frac{1}{2}$ of 12?	1	2	5	16	16	16	10	6	6	1	49	54	103	
2. 5 is what part of 20?	1	2	5	12	4	6	5	4	3	2	0	28	12	40
3. $\frac{1}{2} + \frac{1}{4} =$	1	2	5	18	19	23	18	12	5	4	71	38	109	
4. $\frac{2}{3} + \frac{1}{6} =$	0	1	2	17	17	27	19	15	5	2	66	44	110	
Number Stories.—Number of incorrect answers to: 1. If a boy had 25 cents, and spent to cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?	1	2	5	11	8	7	6	5	3	1	0	27	22	49
2. How many school days in four weeks?	0	2	5	11	9	10	8	5	2	1	0	32	21	53
3. John had 24 marbles. He lost $\frac{1}{4}$ of them. How many did he have left?	1	2	5	17	14	18	12	9	3	5	0	40	40	80
4. Draw a line one inch long?	1	2	5	14	10	19	0	9	3	5	0	30	36	75
Written Arithmetic.—Number of pupils to whom these four examples were dictated,	1	2	5	17	16	26	15	10	6	6	1	49	54	103
Number of incorrect answers to: Addition—(267, 29, 263, 109, 8),	1	1	3	8	6	9	3	2	1	2	1	17	20	37
Subtraction—(104—25),	1	2	5	14	11	12	6	5	2	2	1	38	23	61
Multiplication—(609 × 28),	1	2	4	13	10	14	7	3	3	3	1	35	26	61
Division—(546 ÷ 3),	1	2	4	13	8	6	5	2	3	0	1	28	17	45
Problems.—Number of pupils to whom these eight problems were given:	0	1	2	14	17	27	17	10	4	2	78	54	132	
Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?	0	1	6	4	4	2	0	0	0	0	11	6	17	
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?	1	2	19	16	22	12	15	4	4	1	61	35	96	
3. Henry had 40 cents. His sister had $\frac{1}{2}$ as many. How many had his sister?	1	2	18	16	23	16	8	5	3	2	62	32	94	
4. A wood cutter cut down 245 trees one year; 78 the next year; 323 the next year; and 238 the fourth year. How many trees did he cut down in 4 years?	1	2	11	11	13	7	2	2	2	0	30	21	51	
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box?	0	1	13	7	7	6	3	3	2	0	25	17	42	
6. Henry has attended school 109 days. John has attended school 109 days. How many more days has Henry attended than John?	1	2	17	12	16	10	8	3	4	1	45	29	74	
7. A man uses 124 envelopes in a month. How many will he use in 6 months?	1	2	15	13	11	6	0	3	0	3	33	24	57	
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars did he receive each month?	1	2	18	17	24	15	11	5	3	2	61	37	98	

[illegible]

NOTE.—Primary Examinations. These variations are to be noted: The last two fractions ($\frac{4}{5}$ + $\frac{1}{4}$; $\frac{3}{5}$ - $\frac{1}{4}$) were not answered in the graded schools by 49 pupils, as were the others, but by 87 and 71 pupils respectively. Dictation was done by all (204), but note this exception: the number of pupils to be debited with the 163 failures to use quotations-marks is 177.

Advanced examination. Note these variations: The number answering the first three questions (Fractions) and Addition was 86, of which number 78 and 8 were respectively from the graded and ungraded schools. The number answering percentage (3 is what per cent. of 12? and 10 per cent. of 30?) is 55; 47 from graded, 8 from ungraded schools. (In one or two instances these questions may have been varied to 3 is what part of 12? and what is one-tenth of 30?) The question in interest was asked of 62 pupils, of which number 46 were from the graded and 16 from the ungraded schools.

Dictation.—Write at dictation i, u, t, h, a, o, y, f, l, o, b.														
1. Does John know which pencil to use? No, he is writing with Mary's pencil.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2. The fourth day of the week is (Wednesday).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3. You and I wear shoes.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4. The scholars all said, "Two and two are four."	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5. Whose knife is this?	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Write in a column:—bus, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number pupils asked to write sentences,	.....	2	14	29	39	64	27	20	3	1	116	83	199	.....
Number who failed to:—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Begin each sentence with capital.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Begin three proper nouns with capital.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use capital for pronoun I.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the interrogation point correctly.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the four periods correctly.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the apostrophe with the possessive.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Use the quotation marks correctly.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number of words misspelled in:—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sentences (italicized words only regarded),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ten dictated words,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Age of Pupils,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Advanced Examination.—Number of pupils trying examination,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mental Arithmetic and Written Addition—Incorrect answers to:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
$\frac{1}{2} + \frac{1}{4}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
$\frac{2}{3} + \frac{1}{6}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
$\frac{2}{3} - \frac{1}{6}$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 is what per cent. of 25?	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10 per cent. of 20?	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
$184 + 345 + 696 + 69 + 423 + 75$,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Written Arithmetic—Number of pupils of whom the first question was asked,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1. At the rate of $37\frac{1}{2}$ cts. a peck, what will 1850 bushels of wheat cost? (Failures),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number of pupils to whom second question was asked,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2. If $12\frac{1}{2}$ lbs. of sugar cost \$1, how many lbs. can be bought for 75 cts? (Failures),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number of whom the third and fourth were asked,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3. What is the interest at 8 per cent. of \$250 from to-day to Jan. 1, 1894. (Failures),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4. Calling 8 hours a day's work, how much will a man earn in 5 days and 6 hours at \$1.50 a day? (Failures)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number of whom the fifth was asked,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5. $(2469 \div 120 - 98) \div 39 = ?$ (Failures),	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

NOTE: By the "number trying" or "number working" is meant the number to whom the questions were given and not the number who chose to reply. This unimportant exception is to be noted,—the number answering the second fraction was 164 (not 166); to one pupil of age ten and one of age twelve, the question was not dictated. The number trying the number stories, the four examples, and eight problems in written arithmetic is averaged, this is made necessary by the fact that the entire series of questions was not given to each child.

TOWN I.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Gra.	Ung.	Total.
Primary Examination. —Number pupils trying examination,			3	24	32	47	49	32	12	11	2	0	157	55	212
Number who could write currently and legibly,			0	19	26	33	30	24	11	4	2		130	19	149
Mental Arithmetic. — <i>Addition</i> —(Examples 7 + 8; 18 + 6). Whole number of answers,				6	48	64	94	98	64	24	22	4	314	116	424
Number of incorrect answers,			1	5	2	10	4	1	0	1	0		13	11	24
<i>Subtraction</i> —(Examples 13 — 5; 35 — 9). Whole number answers,			6	48	64	94	98	64	24	22	4		314	116	424
Number of incorrect answers,			4	20	21	29	27	11	4	8	0		81	43	124
<i>Multiplication</i> —(Examples 8 × 7; 6 × 9). Whole number answers,			6	48	64	94	98	64	24	22	4		314	116	424
Number of incorrect answers,			5	11	9	21	16	6	2	3	0		41	32	73
<i>Division</i> —(Examples 72 ÷ 8; 17 ÷ 5). Whole number answers,			6	44	30	68	88	60	24	20	4		234	116	344
Number of incorrect answers,			6	23	13	32	23	11	5	9	0		75	47	122
<i>Fractions</i> —Number of incorrect answers to: 1. $\frac{1}{3}$ of 12?			3	8	9	13	8	2	0				34	19	53
2. 5 is what part of 20?			3	3	24	25	18	14	2	7	1		61	36	97
3. $\frac{2}{3} + \frac{1}{6}$,			3	3	26	20	18	17	5	9	1		80	41	121
4. $\frac{2}{3} + \frac{1}{6}$,			3	9	22	25	23	11	9	1			55	51	106
Number Stories. —No. of incorrect answers to: 1. If a boy had 25 cts. and spent 10 cts. for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?			1	6	12	19	15	6	1	6	1		38	20	67
2. How many school days in four weeks?			1	7	9	15	15	8	0	5	0		41	10	60
3. John had 24 marbles. He lost $\frac{1}{4}$ of them. How many did he have left?			3	20	26	37	41	23	7	7	2		127	41	168
4. Draw a line one inch long,			2	20	24	35	32	24	7	9	2		116	39	155
Written Arithmetic. —Number of incorrect answers to: <i>Addition</i> —(367, 20, 263, 109, 8),			2	8	15	13	11	5	0	2	0		35	21	56
<i>Subtraction</i> —(104 — 25),			3	15	11	15	14	8	0	2	0		46	22	68
<i>Multiplication</i> —(609 × 28),			3	11	9	17	17	8	1	3	0		44	25	69
<i>Division</i> —(546 ÷ 3),			2	11	6	0	6	6	1	2	2		23	21	44
Problems. —Number pupils solving problems,			1	4	11	24	37	26	11	10	2		74	52	126
Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?			1	0	2	2	6	1	0	0			2	11	13
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?			1	3	9	15	27	13	1	5	1		45	30	75
3. Henry had 40 cents. His sister had $\frac{4}{5}$ as many. How many had his sister?			1	3	7	19	21	17	7	9	1		44	41	85
4. A wood cutter cut down 245 trees one year; 28 the next year; 32 the next year; and 238 the fourth year. How many trees did he cut down in 4 years?			0	1	5	6	7	3	2	3	0		12	15	27
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 30 cents. How many cents did he put into his money box?			0	2	2	2	5	1	2	2	0		5	11	16
6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John?			1	2	6	10	17	7	4	3	2		10	33	52
7. A man uses 124 envelopes in a month. How many will he use in 6 months?			1	3	7	11	15	6	4	1	0		24	24	48
8. A man receives 64 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars does he receive each month?			1	3	8	16	29	17	7	7	0		51	37	88

Dictation.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Gra.	Ung.	Total.
1. Does John know which pencil to use? No, he is writing with Mary's pencil.																			
2. The (fourth) day of the week is (Wednesday).																			
3. You and I wear shoes.																			
4. The scholars all said, "Two and two are four."																			
Write in a column:—bus, comb, eyes, goos, eggs, cents, sugar, collar, to-day, such.																			
Number who failed to:																			
Begin each sentence with capital,																			
Begin three proper nouns with capital,																			
Use capital for pronoun I,																			
Use the interrogation point correctly,																			
Use the four periods correctly,																			
Use the apostrophe with the possessive,																			
Use the quotation marks correctly,																			
Number words misspelled in:																			
Sentences (italicized words only regarded),																			
Ten dictated words,																			
Age of Pupils,																			
Advanced Examination.—Number pupils trying examination,																			
Mental Ex. and Addition.—Incorrect answers to:																			
$\frac{1}{2} + \frac{1}{4}$,																			
$\frac{2}{3} + \frac{1}{6}$,																			
$\frac{2}{3} - \frac{1}{6}$,																			
3 is what per cent. of 12?																			
What is ten per cent. of 30?																			
$423 + 669 + 87 + 538 + 75$,																			
Written Arithmetic.—Number pupils writing problems,																			
1. At the rate of $3\frac{1}{2}$ cents a peck, what will 1850 bushels of wheat cost?																			
2. If $12\frac{1}{2}$ lbs. of sugar cost \$1, how many lbs. can be bought for 75 cents?																			
3. What is the interest at 5 per cent. of \$500 from to-day to January 1, 1894?																			
+ Calling 8 hours a day's work, how much will a man earn in 5 days and 6 hours at \$1.50 a day?																			
5. $(2469 \times 120 - 98) \div 39 = ?$																			

NOTE: There are some variations from the above tabulation: (1) The number answering the first question in fractions ($\frac{1}{3}$ of 12) is 212 as given above, but the number answering the second and third is 171, of which 116 were from graded and 55 from ungraded schools; the number answering the last ($\frac{1}{3} + \frac{1}{6}$) is 131, of which 76 were from graded and 55 from ungraded schools. (2) Not 212, but 209 pupils (g. 157; ung. 52) wrote the number stories. (3) Division ($546 \div 3$) was given to 207 pupils (157 g.; 50 ung.). (4) Interest (of \$500) was asked of fourteen (10 g.; 4 ung.).

TOWN J.

Age of Pupils,	8	9	10	11	12	13	14	15	16	Total.
Primary Examination.—Number of pupils trying examination,	1	6	4	10	8	4	4	2	2	29
Number who could write currently and legibly,	0	0	2	5	1	2	2	2	2	12
Mental Arithmetic.—Addition—(Examples 7 + 8, 18 + 6). Whole number of answers,	2	10	8	20	6	8	8	4	4	58
Number of incorrect answers,	2	2	0	0	0	0	1	0	0	5
Subtraction—(Examples 12 - 5; 35 - 9). Whole number answers,	2	10	8	20	6	8	8	4	4	58
Number of incorrect answers,	2	2	0	0	0	0	3	0	0	21
Multiplication—(Examples 8×7 , 6×9). Whole number answers,	2	10	8	20	6	8	8	4	4	58
Number of incorrect answers,	2	4	0	6	0	2	0	0	0	14
Division—(Examples $72 \div 8$, $17 \div 5$). Whole number of answers,	2	10	8	20	6	8	8	4	4	58
Number of incorrect answers,	2	7	1	10	2	1	1	1	1	24
Fractions.—Number of incorrect answers to: 1. $\frac{1}{4}$ of 12,	1	1	1	1	1	0	0	0	0	7
2. 5 is what part of 20?	1	5	3	7	2	2	2	1	1	21
3. $\frac{1}{2} + \frac{1}{4}$,	1	5	4	9	2	3	2	2	2	25
4. $\frac{2}{3} + \frac{1}{6}$,	1	5	4	9	3	3	3	2	2	27
Number Stories.—Number of incorrect answers to: 1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?	1	5	1	5	1	1	0	2	1	15
2. How many school days in four weeks?	1	3	2	4	1	1	1	0	0	12
3. John had 24 marbles. He lost $\frac{1}{4}$. How many had he left?	1	5	4	9	3	4	2	1	1	28
4. Draw a line one inch long,	1	4	3	9	3	2	2	1	1	23
Written Arithmetic.—Number of incorrect answers to: Addition—(367, 20, 263, 109, 8),	1	4	2	6	0	1	1	2	2	16
Subtraction—(104 - 25),	1	5	1	5	0	2	0	0	0	14
Multiplication—(604 \times 28),	1	5	1	5	0	0	1	1	1	14
Division—(546 \div 3),	1	5	2	3	0	1	1	1	1	13
Problems.—Number of failures to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?	1	5	0	2	0	1	1	0	0	9
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?	1	5	0	2	0	1	1	0	0	9
3. Henry had 40 cents. His sister had $\frac{1}{2}$ as many. How many had his sister?	1	5	4	9	1	2	1	1	1	23
4. A wood cutter cut down 243 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in four years?	1	5	1	7	1	1	1	1	1	17
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box?	1	5	3	5	1	0	1	1	1	16
6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John?	1	5	1	2	0	0	0	0	0	9
7. A man uses 124 envelopes in a month. How many will he use in 6 months?	1	5	1	6	0	0	0	1	1	14
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars does he receive each month?	1	5	1	5	0	0	0	0	0	12
	1	5	2	8	0	0	0	1	1	17

TOWN K.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Gra.	Eng.	Total.
Primary Examination. —Number pupils trying examination, Number who could write currently and legibly,	4	8	23	26	31	28	19	12	12	12	12	8	103	63	166
Mental Arithmetic. — <i>Addition</i> —(Examples 7 + 8; 18 + 6). Whole number of answers, Number of incorrect answers, <i>Subtraction</i> —(Examples 13 - 5; 35 - 9). Whole number of answers, Number of incorrect answers, <i>Multiplication</i> —(Examples 8×7 ; 6×9). Whole number of answers, Number of incorrect answers, <i>Division</i> —(Examples $72 \div 8$; $17 \div 5$). Whole number of answers, Number of incorrect answers, <i>Fractions</i> —Number of incorrect answers to: 1. $\frac{1}{2}$ of 12? 2. $\frac{3}{4}$ is what part of 20? 3. $\frac{1}{2} + \frac{1}{4}$? 4. $\frac{2}{3} + \frac{1}{6}$?	1	1	9	9	21	19	8	8	11	2	6	2	62	27	89
Number Stories. —Number of incorrect answers to: 1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get? 2. How many school days in four weeks? 3. John had 24 marbles. He lost $\frac{1}{4}$ of them. How many did he have left? 4. Draw a line one inch long,	3	16	46	52	62	56	38	24	24	6	20	6	20	12	332
Written Arithmetic. —Number of incorrect answers to: <i>Addition</i> —(367, 20, 263, 100, 8), <i>Subtraction</i> —(104 - 25), <i>Multiplication</i> —(609 \times 28), <i>Division</i> —(546 \div 3), <i>Problems</i> —Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother? 2. A schoolroom is 6 yards and 2 feet long. How many feet long is it? 3. Henry had 40 cents. His sister had $\frac{1}{2}$ as many. How many had his sister? 4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years? 5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box? 6. Henry has attended school 450 days, John has attended school 109 days. How many more days has Henry attended than John? 7. A man uses 124 envelopes in a month. How many will he use in 6 months? 8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars does he receive each month?	8	16	46	52	62	56	38	24	24	6	20	6	20	12	332
	1	2	1	0	5	2	2	0	2	1	8	1	8	1	16
	8	16	46	52	62	56	38	24	24	6	20	6	20	12	332
	5	17	12	10	7	2	4	1	4	1	4	1	4	1	82
	8	16	46	52	62	56	38	24	24	6	20	6	20	12	332
	6	12	18	22	9	6	3	1	1	1	38	45	83	45	83
	8	16	46	52	62	56	38	24	24	6	20	6	20	12	332
	8	14	24	52	62	17	15	4	5	3	2	52	66	118	118
	2	6	0	8	3	1	0	0	1	1	17	28	42	90	90
	4	8	20	18	22	8	7	2	0	1	48	42	50	102	102
	4	8	18	20	23	13	6	5	4	1	52	50	56	117	117
	4	8	21	23	23	19	10	6	3	0	61	56	61	56	117
	3	3	10	6	10	9	3	2	1	0	22	25	47	47	47
	3	5	10	10	7	8	4	0	1	1	18	31	49	49	49
	4	8	15	18	22	23	12	6	6	2	64	52	116	116	116
	4	7	16	16	24	18	12	6	5	2	67	43	110	110	110
	4	6	9	11	9	5	5	2	0	24	30	54	54	54	54
	4	8	17	15	10	10	4	1	0	29	40	69	69	69	69
	4	8	20	16	12	12	5	3	0	41	42	83	83	83	83
	4	8	13	14	15	7	3	1	1	1	30	37	67	67	67
	2	6	10	3	8	2	0	0	0	12	10	31	31	31	31
	4	8	21	23	27	18	8	3	3	6	51	116	116	116	116
	4	8	22	22	26	22	7	4	3	0	6	49	49	49	49
	4	7	17	12	12	9	5	1	2	32	37	69	69	69	69
	4	7	17	12	12	9	5	1	2	32	37	69	69	69	69
	4	12	10	7	2	0	1	1	1	15	27	42	42	42	42
	4	8	19	17	15	9	4	2	4	1	40	43	83	83	83
	4	8	19	10	11	5	2	2	1	0	30	38	68	68	68
	4	8	22	22	21	15	7	6	3	0	58	58	58	58	58
	4	8	22	22	21	15	7	6	3	0	58	58	58	58	58

TOWN L.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Total.
Primary Examination. —Number pupils trying examination, Number who could write currently and legibly,	7	1	7	3	7	10	3	5	5	48			
Mental Arithmetic. — <i>Addition</i> —(Examples $9 + 5$; $17 + 9$; $38 + 9$). Whole number of answers, Number of incorrect answers,	18	3	18	9	21	21	9	12	3	114			
<i>Subtraction</i> —(Examples $11 - 4$; $25 - 8$). Whole number answers, Number of incorrect answers,	5	0	6	...	7	2	1	2	0	23			
<i>Multiplication</i> —(Examples 7×8 ; 6×7 ; 9×8 ; 7×12). Whole number answers, Number of incorrect answers,	12	2	12	6	14	14	6	8	2	70			
<i>Division</i> —(Examples $54 \div 9$; $27 \div 3$; $10 \div 9$). Whole number answers, Number of incorrect answers,	3	0	5	1	6	3	...	...	1	19			
<i>Fractions</i> —Number of pupils to whom questions in fractions were dictated, Number of incorrect answers to: $1. \frac{1}{2} + \frac{1}{4}$, $2. \frac{2}{3} + \frac{1}{6}$,	24	4	24	14	28	28	12	16	4	132			
<i>Number Stories</i> —Number of pupils to whom number stories were dictated, Number of incorrect answers to: 1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get? 2. It is now 10 minutes after ten, what time was it five minutes ago? 3. Alice had twelve oranges, how many can she give away and keep four? 4. I have ten cents to spend for 2 cent stamps, how many can I buy?	13	3	13	9	21	21	9	12	3	114			
Written Arithmetic —Number pupils, Number incorrect answers to: <i>Addition</i> —(245; 78; 669; 75; 201), <i>Subtraction</i> —(604 - 135), <i>Multiplication</i> —(344 \times 29), <i>Division</i> —(546 \div 3),	14	3	13	4	12	13	5	4	3	71			
<i>Problems</i> —Number of pupils from whom answers to problems were asked, Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother? 2. A schoolroom is 6 yards and 2 feet long. How many feet long is it? 3. Henry had 40 cents. His sister had $\frac{1}{2}$ as many. How many had his sister? 4. A wood cutter cut down 245 trees one year; 78 the next year; 395 the next year; and 238 the fourth year. How many trees did he cut down in 4 years? 5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box? 6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John? 7. A man uses 124 envelopes in a month. How many will he use in 6 months? 8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars did he receive each month?	5	1	5	4	2	5	5	1	1	24			

TOWN M.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Gra.	Ung.	Total.
Primary Examination. —Number pupils trying examination.	2	18	29	22	23	24	19	11	5	6	43	116	159
Number who could write currently and legibly,	2	2	9	5	5	10	10	6	1	2	17	35	52
Mental Arithmetic. — <i>Addition</i> —(Examples 7 + 8; 18 + 6). Whole number of answers,	4	36	58	44	46	48	38	22	10	12	86	232	318
Number of incorrect answers,	0	8	5	2	0	2	2	0	1	1	3	18	21
<i>Subtraction</i> —(Examples 13 — 5; 35 — 9). Whole number answers,	4	36	58	44	46	48	38	22	10	12	86	232	318
Number of incorrect answers,	1	23	31	20	22	14	11	9	3	4	26	112	138
<i>Multiplication</i> —(Examples 8 × 7; 6 × 9). Whole number answers,	4	36	58	44	46	48	38	22	10	12	86	232	318
Number of incorrect answers,	3	18	30	15	18	6	5	4	2	2	16	87	103
<i>Division</i> —(Examples 72 ÷ 8; 17 ÷ 5). Whole number answers,	4	36	58	44	46	48	38	22	10	12	86	232	318
Number of incorrect answers,	3	31	41	30	24	18	15	4	3	2	37	134	171
<i>Fractions</i> —Number incorrect answers to: $\frac{1}{2}$ of 12,	0	12	11	9	6	3	3	2	0	1	1	31	47
$\frac{5}{8}$ is what part of 20?	1	16	22	14	15	7	11	3	3	2	61	93	127
$\frac{1}{2} + \frac{1}{4}$,	2	16	24	21	16	17	12	5	3	4	36	84	120
$\frac{1}{2} + \frac{1}{6}$,	2	18	28	21	20	18	13	8	3	4	37	98	135
Number Stories. —No. incorrect answers to: 1. If a boy had 25 cts. and spent 10 cts. for a slate, and the remainder for lead pencils at 3 cts. each, how many would he get?	1	14	19	10	9	6	2	1	0	1	16	47	63
2. How many school days in four weeks?	0	7	12	9	8	4	6	0	1	2	16	33	49
3. John had 24 marbles. He lost $\frac{1}{4}$ of them. How many did he have left?	1	16	27	20	20	14	13	8	4	4	34	93	127
4. Draw a line one inch long,	2	14	20	19	16	17	16	7	5	5	33	88	121
Written Arithmetic. —Number pupils working these four examples,	1	14	22	19	22	24	17	11	5	6	25	116	141
Number of incorrect answers to: <i>Addition</i> —(367, 20, 263, 109, 8),	1	10	18	10	7	10	3	3	1	2	7	58	65
<i>Subtraction</i> —(104 — 25),	1	10	20	10	10	6	3	1	2	1	6	58	64
<i>Multiplication</i> —(609 × 28),	1	10	19	11	12	10	5	1	2	2	9	64	73
<i>Division</i> —(546 ÷ 3),	1	13	18	10	9	6	5	1	0	1	9	55	64
Problems. —Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?	1	10	19	7	5	4	2	0	0	0	0	39	48
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?	2	17	26	19	18	13	13	5	1	2	33	83	116
3. Henry had 40 cents. His sister had $\frac{1}{2}$ as many. How many had his sister?	2	18	25	17	19	13	9	5	1	3	30	81	111
4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years?	1	15	19	8	9	4	5	4	0	1	14	53	67
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box?
6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John?	1	13	16	5	9	4	1	0	1	2	9	43	52
7. A man uses 124 envelopes in a month. How many will he use in 6 months?	1	14	23	16	13	6	8	1	0	1	23	60	83
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars does he receive each month?	1	15	19	13	9	5	3	0	0	1	15	51	66
.....	2	17	25	17	14	9	10	3	1	2	23	77	100

[illegible]

TOWN N.

Age of Pupils.	5	6	7	8	9	10	11	12	13	14	15	16	Total.
Primary Examination. —Number pupils trying examination.			2	19	48	121	111	145	106	39	15	4	610
Number who could write currently and legibly.			1	6	17	47	60	74	57	29	12	4	307
Mental Arithmetic. — <i>Addition</i> —(Examples 9 + 5; 17 + 9; 38 + 9). Whole No. of answers.			6	57	144	354	318	396	279	102	39	12	1707
Number of incorrect answers.			1	8	18	33	26	32	23	7	3		159
<i>Subtraction</i> —(Examples 11 - 4; 25 - 8). Whole number answers.			4	38	96	236	212	264	186	68	26	8	1138
Number of incorrect answers.			0	12	15	33	29	24	23	7	6	1	150
<i>Multiplication</i> —(Examples 7 X 8; 6 X 7; 9 X 8; 7 X 12). Whole number of answers.			8	76	192	472	424	528	372	136	52	16	2275
Number of incorrect answers.			0	18	40	77	68	49	39	24	12	0	327
<i>Division</i> —(Examples 54 ÷ 3; 27 ÷ 3; 19 ÷ 6). Whole number of answers.			6	57	144	354	318	396	279	102	39	12	1707
Number of incorrect answers.			2	15	40	77	68	49	39	24	12	0	327
<i>Fractions</i> —Average number pupils to whom the two questions in fractions were dictated.			0	4	17	73	72	109	79	32	11	4	401
Number of incorrect answers to: $\frac{1}{2} + \frac{1}{4}$, $\frac{2}{3} + \frac{1}{6}$.			1	6	13	16	14	11	5	1	0	0	67
Number Stories. —Number pupils of whom number stories were asked. (See Note 1), for lead pencils at 3 cents each, how many would he get?			1	5	7	21	10	15	10	0	1	...	70
2. It is now 10 minutes after ten, what time was it five minutes ago?			8
3. Alice had twelve oranges, how many can she give away and keep four?			0	4	3	3	3	2	1	0	...	...	16
4. I have ten cents to spend for 2 cent stamps, how many can I buy?			0	2	4	4	4	1	2	0	...	...	17
Written Arithmetic. —Average number of pupils to whom these four examples were dictated.			1	16	38	89	77	90	60	19	7	2	399
Number of incorrect answers to: <i>Addition</i> —(245; 78; 669; 75; 201).			2	8	13	16	12	26	14	1	1	...	93
<i>Subtraction</i> —(604 - 135).			1	7	14	24	25	28	14	2	1	...	106
<i>Multiplication</i> —(604 X 135).			0	6	17	24	18	22	12	5	0	...	104
<i>Division</i> —(547 ÷ 3).			0	8	13	25	17	9	11	1	2	...	86
Problems. —Number of pupils to whom these eight problems were given.			2	11	29	94	83	101	63	21	5	2	411
Number of failures to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?			0	4	2	7	0	8	5	0	0	0	35
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?			187
3. Henry had 40 cents. His sister had $\frac{4}{5}$ as many. How many had his sister?			205
4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years?			85
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box?			0	5	4	16	9	11	5	3	1	0	54
6. Henry has attended school 450 days. John has attended school 100 days. How many more days has Henry attended than John?			2	9	14	45	32	42	18	3	1	0	165
7. A man uses 124 envelopes in a month. How many will he use in 6 months?			102
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars each month. How many dollars did he receive each month?			5	15	48	38	52	26	9	1	1	...	195

TOWN O.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Total.
Primary Examination. —Number pupils trying examination, Number who could write currently and legibly,			1	7	16	12	8	5	5	3	1	0	58
Mental Arithmetic. — <i>Addition</i> —(Examples $9 + 5$; $17 + 9$; $38 + 9$). Whole number of answers, Number of incorrect answers, <i>Subtraction</i> —(Examples $11 - 4$; $25 - 8$). Whole number answers, Number of incorrect answers, <i>Multiplication</i> —(Examples 7×8 ; 6×7 ; 9×8 ; 7×12). Whole number answers, Number of incorrect answers, <i>Division</i> —(Examples $54 \div 9$; $27 \div 3$; $19 \div 6$). Whole number answers, Number of incorrect answers, <i>Fractions</i> —Number of pupils of whom questions in fractions were asked, Number of incorrect answers to: $1. \frac{1}{2} + \frac{1}{4}$, $2. \frac{2}{3} + \frac{1}{6}$,			3	21	48	36	24	15	15	9	0	3	174
Number Stories. —Number of incorrect answers to: 1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get? 2. It is now 10 minutes after ten, what time was it five minutes ago? 3. Alice had 12 oranges, how many can she give away and keep four? 4. I have ten cents to spend for 2 cent stamps, how many can I buy?			1	4	10	2	4	1	1	0	0	0	23
Written Arithmetic. —Number of incorrect answers to: <i>Addition</i> —(245; 78; 669; 75; 201), <i>Subtraction</i> —(604 - 135), <i>Multiplication</i> —(344 \times 29), <i>Division</i> —(546 \div 3),			1	3	6	3	3	1	1	1	0	0	15
Problems. —Number of pupils from whom answers to problems were asked, His mother is 5 years younger. How old is his mother? 2. A schoolroom is 6 yards and 2 feet long. How many feet long is it? 3. Henry had 40 cents. His sister had $\frac{4}{5}$ as many. How many had his sister? 4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years? 5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box? How many more days has Henry attended school 450 days. John has attended school 109 days. 6. A man uses 124 envelopes in a month. How many will he use in 6 months? 7. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars did he receive each month?			1	4	11	4	3	0	1	1	0	0	8
			1	6	10	4	3	1	3	1	0	0	27
			1	3	6	5	4	1	1	1	0	0	20
			1	3	6	10	7	4	3	1	0	0	36
			1	7	13	8	6	4	3	1	0	0	45
			1	5	6	0	2	1	2	0	0	0	17
			1	4	7	1	1	1	0	0	0	0	15
			1	6	11	4	2	0	2	1	0	0	27
			1	6	1	2	3	0	0	1	0	0	18
			1	6	12	5	5	3	2	1	0	0	35

TOWN P.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Gr.	Ung.	Total.
Primary Examination. —Number pupils trying examination, Number who could write currently and legibly,	8	18	14	25	18	12	10	4	39	70	109
Mental Arithmetic. — <i>Addition</i> —(Examples $9 + 5$; $17 + 9$; $38 + 9$). Whole number of answers,	24	54	42	75	54	36	30	12	117	210	327
Number of incorrect answers,	5	1	1	5	0	1	2	0	.....	2	13
<i>Subtraction</i> —(Examples $11 - 4$; $25 - 8$). Whole number answers,	16	36	28	50	36	24	20	8	78	140	218
Number of incorrect answers,	4	6	4	10	3	0	1	0	5	23	28
<i>Multiplication</i> —(Examples 7×8 ; 6×7 ; 9×8 ; 7×12). Whole number answers,	32	72	56	100	72	48	40	16	156	280	436
Number of incorrect answers,	11	15	5	20	8	6	7	1	156	280	436
<i>Division</i> —(Examples $54 \div 9$; $27 \div 3$; $49 \div 6$). Whole number answers,	24	54	42	75	54	36	30	12	117	210	327
Number of incorrect answers,	11	20	16	21	5	8	1	.....	22	60	82
<i>Fractions</i> —Number pupils answering fractions, Number of incorrect answers to: $\frac{2}{3} + \frac{1}{6}$,	6	12	7	20	16	8	9	4	11	70	81
<i>Number Stories</i> —Number pupils answering number stories. (See note.)	5	11	5	13	6	3	6	1	2	48	50
Number of incorrect answers to: 1. If a boy had 25 cents, and spent 10 cents for a slate and the remainder for lead pencils at 3 cents each, how many would he get?	5	12	6	19	14	7	8	3	10	64	74
2. It is now 10 minutes after ten, what time was it five minutes ago?	8	15	14	22	14	8	9	4	28	66	94
3. Alice had twelve oranges, how many can she give away and keep four?	5	9	3	6	3	1	2	0	8	21	29
4. I have ten cents to spend for 2 cent stamps, how many can I buy?	5	9	3	6	3	1	2	0	8	21	29
Written Arithmetic. —Number pupils working these three examples, Number of incorrect answers to: <i>Addition</i> —($645 + 78$, $669 + 75$, 201), <i>Multiplication</i> —(344×29), <i>Division</i> —($546 \div 3$),	6	12	7	17	13	4	8	4	.....	70	70
<i>Problems.</i> —Number pupils attempting problems,	2	7	3	4	2	1	1	1	.....	21	21
Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?	2	7	3	4	2	1	1	1	.....	21	21
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?	2	7	3	4	2	1	1	1	.....	21	21
3. Henry had 40 cents. His sister had $\frac{1}{4}$ as many. How many had his sister?	5	7	5	13	12	6	5	2	4	51	55
4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years?	4	5	2	8	3	3	3	0	2	26	28
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box?	1	1	2	5	3	5	1	0	2	16	18
6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John?	4	7	3	12	8	5	7	0	3	43	46
7. A man uses 124 envelopes in a month. How many will he use in 6 months?	3	6	3	9	3	2	1	1	1	28	29
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars does he receive each month?	5	8	7	12	10	5	5	1	4	49	53

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B.

1. Does *John knock pencil to use?* No, he is *writing with Mary's pencil*.
 2. The *(fourth) day of the week* is *(Wednesday)*.
 3. You and I *wear shoes*.
 4. The *scholar's* all said, "*Two and two are four*."
 5. *If those knife is this?*
- Write in a column:—*busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such*.
 Number who failed to:

Number who failed to:

Begin each sentence with capital. .
Begin three proper nouns with capital. .
Use capital for pronoun I. .
Use the interrogation point correctly. .
Use the four periods correctly. .
Use the apostrophe with the possessive. .
Use the quotation marks correctly. .

Number words misspelled in:

Sentences (italicized words only regarded),

Age of Pupils,

Advanced Examination.—Number pupils trying examination,

Mental Arithmetic.—Incorrect answers to: $\frac{1}{2} + \frac{1}{4}$, $\frac{2}{3} + \frac{1}{6}$, $\frac{2}{3} + \frac{1}{6}$, $\frac{2}{3} - \frac{1}{6}$, 10 per cent. of 20, 5 is what per cent. of 20, $423 + 669 + 69 + 556 + 75$.

Written Arithmetic.—1. At the rate of $37\frac{1}{2}$ cents a peck, what will 1850 bushels of wheat cost?

2. If $\frac{1}{2}$ lbs. of sugar cost \$ $\frac{1}{2}$, how many lbs. can be bought for 75 cents?
3. What is the interest at 8 per cent. of \$250 from to-day to January 1, 1894?
4. Calling 8 hours a day's work, how much will a man earn in 5 days and 6 hours at \$1.50 a day?
5. $\frac{2439}{120} \div 39 =$

5. (2489) 120 —

NOTE: Whenever a group of questions (as in Dictation) has no head-line stating the number writing, the number (109) at the head of the examination is understood. The following exceptions to the number of pupils as given above are to be noted: (1) The first number story (29 failures) was dictated to the entire number (109) of pupils, and not to 94 as were the other three. (2) In the advanced examination (10 per cent of 20?) was dictated to 23 pupils (not 33), of which 11 were from graded and 14 from ungraded schools. (3) The next (5 is what per cent. of 20?) was given to 26; 12 g. and 14 ung. (4) In the problems of advanced examination the 1, 2, 4, 5 were dictated to 35 pupils; 20 g. and 15 ung. (5) The third question (on interest) was asked of 12 g. and 15 ung.

TOWN Q.

Age of Pupils,	7	8	9	10	11	12	13	14	15	16	Total.
Primary Examination. —Number pupils trying examination, Number who could write currently and legibly,	1 0	2 1	2 0	5 3	6 2	6 2	4 3	3 1	1 1	30 13	
Mental Arithmetic. — <i>Addition</i> —(Examples 7 + 8; 18 + 6). Whole number of answers, Number of incorrect answers, <i>Subtraction</i> —(Examples 13 — 5; 35 — 9). Whole number answers, Number of incorrect answers, <i>Multiplication</i> —(Examples 7×8 ; 6×9). Whole number answers, Number of incorrect answers, <i>Division</i> —(Examples $72 \div 8$; $17 \div 5$). Whole number answers, Number of incorrect answers, <i>Fractions</i> —Number of incorrect answers to: 1. $\frac{1}{2}$ of 12? 2. 5 is what part of 20? 3. $\frac{1}{2} + \frac{1}{4}$, 4. $\frac{2}{3} + \frac{1}{6}$,	2 1 2 2 1 2										

Dictation.—Write at dictation i, u, t, h, a, o, y, F, L, O, B...

1. Does John know which pencil to use? No, he is writing with Mary's pencil.
2. The (fourth) day of the week is (Wednesday).

3. You and I wear shoes. . . .
The scholars all said, "Two and two are four."

4. The school's all star, 2 too and two are four, . . .
5. Whose knife is this? . . .
Wife is a column, but comb over goes across collar to day such

Number who failed to: _____

Begin each sentence with a capital,

Begin three proper nouns with capital,

Use capital for pronoun I , i .
Use the intervention point correctly.
Use capital for pronouns with capitals;
Use the intervention point correctly.

Use the interrogation point correctly,	.	.
Use the four periods correctly,	.	.

Use the apostrophe with the possessive,

Use the quotation marks correctly,

Number words misspelled in: Sentences (italicized words only removed)

•	Sentences (italicized words only regarded),	•
•	Ten dictated words,	•

Age of Pupils,

advanced Examinations. Number pupils trying examination, . . .

Mental Arithmetic.—Failures to work: 1. $\frac{1}{2} + \frac{1}{4}$; 2. $\frac{2}{3} + \frac{1}{6}$.

3. $\frac{2}{3} - \frac{1}{6}$.

4. 3 is what per cent. of 12?
5. 10 per cent. of 30?

Written Arithmetic.—Failures to work. 1. $423 + 669 + 87 + 538 \times 75$,
2. At the rate of $37\frac{1}{2}$ cents a peck, what will 185 bushels of wheat cost?

3. If $12\frac{1}{2}$ lbs. of sugar cost \$1, how many lbs. can be bought for 60 cents? .

4. What is the interest at 5 per cent. of \$300 from to-day to Jan. 1, 1874?
5. Calling 8 hours a day's work, how much will a man earn in 5 days and 6 hours at

6. $(2489 \times 120 - 98) \div 39 = ?$

[illegible]

TOWN R.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Gr.	Eng.	Total.
Primary Examination.—Number pupils trying examinations, Number who could write currently and legibly,	5	2	19	55	100	159	184	164	40	103	21	7	831	87	918
Mental Arithmetic.— <i>A</i> addition—(Examples 7 + 8; 18 + 6). Whole number of answers, Number of incorrect answers,	10	70	200	318	368	328	280	206	42	14	1,662	174	1,836	49	584
<i>Subtraction</i> —(Examples 13 - 5; 35 - 9). Whole number answers, Number of incorrect answers,	10	70	200	318	368	328	280	206	42	14	1,662	174	1,836	49	584
<i>Multiplication</i> —(Examples 8×7 ; 6×9). Whole number answers, Number of incorrect answers,	10	70	200	318	368	328	280	206	42	14	1,662	174	1,836	49	584
<i>Division</i> —(Example $72 \div 8$; $17 \div 5$). Whole number answers, Number of incorrect answers,	10	70	200	318	368	328	280	206	42	14	1,662	174	1,836	49	584
<i>Fractions</i> —Number of incorrect answers to: 1. $\frac{1}{2}$ of 12? 2. 5 is what part of 20? 3. $\frac{1}{2} + \frac{1}{4}$? 4. $\frac{2}{3} + \frac{1}{6}$?	7	32	83	83	90	54	41	13	4	1	347	61	408	8	83
<i>Number Stories</i> —Number of incorrect answers to: 1. Henry had 25 cents and spent 10 cents for a copy-book. The rest of his money he spent for oranges at 3 cents each, how many oranges did he buy? 2. How many school days in four weeks? 3. John had 24 marbles. He lost $\frac{1}{4}$ of them. How many did he have left? 4. Draw a line one inch long,	3	12	42	59	74	41	28	21	4	1	254	31	285	3	285
Written Arithmetic.—Number of incorrect answers to: <i>A</i> addition—(367, 20, 263, 109, 8), <i>Subtraction</i> —(104 - 25), <i>Multiplication</i> —(609 \times 28), <i>Division</i> —(546 \div 3),	4	29	79	124	119	91	66	50	7	2	511	60	571	15	603
<i>Problems</i> —Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother? 2. A schoolroom is 6 yards and 2 feet long. How many feet long is it? 3. Henry has 40 cents. His sister had $\frac{4}{5}$ as many. How many had his sister? 4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years? 5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box? 6. Henry has attended school 150 days. John has attended school 109 days. How many more days has Henry attended than John? 7. A man uses 124 envelopes in a month. How many will he use in 6 months? 8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars did he receive each month?	1	15	29	47	35	45	18	17	5	2	183	31	214	2	214
	3	6	30	29	22	17	12	7	0	0	107	17	124	0	107
	5	22	60	87	112	08	79	34	7	4	452	54	506	32	201
	5	15	37	32	46	25	18	7	2	0	158	30	188	169	41
	3	16	29	34	32	27	20	9	3	1	148	26	174	333	30
	2	20	34	42	41	27	23	7	2	1	169	32	201	158	30
	5	22	58	70	66	55	41	15	6	1	292	41	333	30	380
	3	17	14	13	10	12	2	1	0	64	9	73	6	420	9
	4	21	68	82	92	70	47	29	7	0	374	46	420	330	50
	4	17	50	78	81	65	47	31	5	2	330	50	380	24	213
	3	12	33	37	43	37	26	19	3	0	189	24	213	18	104
	3	6	14	19	20	22	13	6	1	11	86	18	104	35	305
	4	22	54	55	60	45	34	24	6	1	270	35	305	26	177
	4	14	33	37	32	23	24	10	0	0	151	26	177	56	510
	5	28	82	115	112	73	59	27	5	4	454	56	510		

[illegible]

NOTE: Exceptions. Problems were given to 912 (not 918) pupils, of which number 825 were in the graded and 87 in ungraded schools.

TOWN S.

Age of Pupils,	8	9	10	11	12	13	14	15	16	Gra.	Ung.	Total.
Primary Examination.—Number pupils trying examinations, Number who could write currently and legibly,	5	8	9	17	20	14	7	3	1	74	10	84
Mental Arithmetic.— <i>Addition</i> — (Examples 7 + 8; 18 + 6.) Whole number of answers, Number of incorrect answers,	10	16	18	34	40	28	14	6	2	148	20	168
<i>Subtraction</i> — (Examples 13 — 5; 35 — 9.) Whole number answers, Number of incorrect answers,	10	16	18	34	40	28	14	6	2	148	20	168
<i>Multiplication</i> — (Example 8×7 ; 6×9 .) Whole number answers, Number of incorrect answers,	10	16	18	34	40	28	14	6	2	148	20	168
<i>Division</i> — (Example $72 \div 8$; $17 \div 5$.) Whole number answers, Number of incorrect answers,	10	16	18	34	40	28	14	6	2	148	20	168
<i>Fractions</i> — Number of incorrect answers to: 1. $\frac{1}{2}$ of 12, 2. $\frac{1}{2}$ is what part of 20? 3. $\frac{2}{3} + \frac{1}{4}$, 4. $\frac{2}{3} + \frac{1}{6}$,	2	3	3	1	3	5	1	1	0	8	8	16
<i>Number Stories</i> — Number of incorrect answers to: 1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get? 2. How many school days in four weeks? 3. John had 24 marbles. He lost $\frac{3}{4}$ of them. How many did he have left? 4. Draw a line one inch long,	3	8	7	13	15	11	1	3	1	54	10	64
Written Arithmetic. — Number of incorrect answers to: <i>Addition</i> — (367; 20; 263; 8), <i>Subtraction</i> — (104 — 25), <i>Multiplication</i> — (609×28), <i>Division</i> — ($546 \div 3$), His mother is 5	2	4	2	3	2	2	4	0	0	13	6	19
years younger. How old is his mother?	1	2	1	2	3	2	2	1	0	8	5	13
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?	1	2	2	5	4	4	3	1	0	16	6	22
3. Henry had 40 cents. His sister had $\frac{4}{5}$ as many. How many had his sister?	2	5	1	0	2	3	3	1	1	13	5	18
4. A wood-cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years?	1	0	1	0	1	2	2	0	0	4	2	6
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents? How many cents did he put into his money box?	3	8	6	11	6	7	3	1	0	38	7	45
6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John?	5	8	7	10	10	7	3	2	1	45	8	53
7. A man uses 124 envelopes in a month. How many will he use in 6 months?	2	6	2	5	5	3	4	3	1	23	8	31
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars did he receive each month?	3	0	2	0	1	1	1	2	0	8	2	10
	3	6	1	4	5	4	5	1	1	24	6	30
	2	2	3	3	2	3	4	2	0	16	5	21
	3	7	4	7	6	4	3	2	1	31	6	37

TOWN T.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Gra	Ungr	Total
Primary Examination. —Number pupils trying examination,															
Number who could write currently and legibly,	1	3	9	17	12	10	8	.....	1	.....	25	36	61
	12	6	18
Mental Arithmetic. — <i>Addition</i> —(Examples $7+8$; $18+6$). Whole number of answers,															
Number of incorrect answers,	2	6	18	34	24	20	16	.....	2	.....	50	72	122
<i>Subtraction</i> —(Examples $13-5$; $35-9$). Whole number answers,	0	3	18	34	24	20	16	.....	0	.....	50	72	122
Number of incorrect answers,	0	3	12	14	12	10	4	.....	0	.....	16	40	56
<i>Multiplication</i> —(Examples 8×7 ; 6×9). Whole number answers,	0	4	18	34	24	20	16	.....	2	.....	50	72	122
Number of incorrect answers,	2	6	18	34	24	20	16	.....	0	.....	4	37	41
<i>Division</i> —(Example $72 \div 8$; $17 \div 5$). Whole number answers,	2	6	18	34	24	20	16	.....	2	.....	50	72	122
Number of incorrect answers,	2	6	15	22	8	9	5	.....	2	.....	16	53	69
Fractions. —Number of incorrect answers to:															
1. $\frac{1}{2}$ of 12?	1	2	4	5	2	3	0	.....	0	.....	0	17	17
2. 5 is what part of 20?	1	3	9	12	9	8	6	.....	0	.....	20	28	48
3. $\frac{1}{2} + \frac{1}{4} =$,	1	3	9	16	8	7	1	.....	0	.....	13	32	45
4. $\frac{2}{3} + \frac{1}{6} =$,	1	3	9	14	9	7	1	.....	1	.....	17	31	48
Number Stories. —No. incorrect answers to:															
1. If a boy had 25 cts. and spent 10 cts. for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?	1	3	4	9	4	4	1	.....	0	.....	3	23	26
2. How many school days in four weeks?	0	3	4	7	4	5	1	.....	0	.....	4	20	24
3. John had 24 marbles. He lost $\frac{1}{4}$ of them. How many had he left?	1	3	9	15	8	10	7	.....	1	.....	24	30	54
4. Draw a line one inch long?	1	3	8	13	10	5	6	.....	1	.....	19	28	47
Written Arithmetic. —Number of incorrect answers to:															
<i>Addition</i> —(367, 20, 263, 109, 8),	1	3	6	8	4	5	0	.....	0	.....	8	19	27
<i>Subtraction</i> —(104—25),	1	3	5	8	3	7	2	.....	1	.....	9	21	30
<i>Multiplication</i> —(609 \times 28),	1	3	6	9	3	4	2	.....	0	.....	8	20	28
<i>Division</i> —(546 \div 3),	3	5	10	4	4	4	1	.....	0	.....	4	23	27
Problems. —Number of incorrect answers to:															
1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?	1	3	2	2	1	0	2	.....	0	.....	2	8	10
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?	1	3	6	11	8	5	1	.....	0	.....	6	29	35
3. Henry had 40 cents. His sister had $\frac{1}{2}$ as many. How many had his sister?	1	3	8	15	7	6	2	.....	0	.....	10	32	42
4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year, and 238 the fourth year. How many trees did he cut down in 4 years?	0	3	4	9	6	3	2	.....	1	.....	8	20	28
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box?	0	3	4	4	3	3	2	.....	0	.....	3	16	19
6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John?	1	3	7	8	3	4	2	.....	0	.....	7	21	28
7. A man uses 124 envelopes in a month. How many will he use in 6 months?	1	3	8	7	4	3	1	.....	0	.....	7	20	27
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars did he receive each month?	1	3	8	14	8	7	1	.....	0	.....	9	33	42

TOWN U.

Age of Pupils,	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total.
Primary Examination. —Number pupils trying examination, Number who could write currently and legibly,	1	4	7	5	11	5	3	2	....	38							
Mental Arithmetic. — <i>Addition</i> —(Examples 9 + 5; 17 + 9; 38 + 9). Whole number of answers, Number of incorrect answers,	0	2	3	4	3	1	1	....	14								
<i>Subtraction</i> —(Examples 11 - 4; 25 - 8). Whole number answers, Number of incorrect answers,	3	12	21	15	33	15	9	6	....	114							
<i>Multiplication</i> —(Examples 7×8 ; 6×7 ; 9×8 ; 7×12). Whole number answers, Number of incorrect answers,	3	2	9	....	4	3	0	....	21								
<i>Division</i> —(Examples 54 ÷ 9; 27 ÷ 3; 19 ÷ 6). Whole number answers, Number of incorrect answers,	2	8	14	10	22	10	6	....	76								
<i>Fractions</i> —Number of pupils to whom fractions were dictated, Number of incorrect answers to: $1\frac{1}{2} + \frac{1}{4}$; $2\frac{2}{3} + \frac{1}{3}$;	4	16	28	20	44	20	12	....	152								
<i>Number Stories</i> —Number of pupils to whom number stories were dictated, Number of failures to: 1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get? 2. It is now 10 minutes after ten, what time was it five minutes ago? 3. Alice had twelve oranges, how many can she give away and keep four? 4. I had ten cents to spend for 2 cent stamps, how many can I buy?	3	12	21	15	33	15	9	6	....	114							
Written Arithmetic. —Number pupils to whom these three examples were dictated, Number of incorrect answers to: <i>Addition</i> —(245; 78; 669; 75; 201), <i>Multiplication</i> —(344 × 29), <i>Division</i> —(546 ÷ 3),	0	2	4	4	9	5	3	2	....	29							
<i>Problems</i> —Number pupils to whom these eight questions were given, Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother? 2. A schoolroom is 30 yards and 2 feet long. How many feet long is it? 3. Henry had 40 cents. His sister had $\frac{1}{2}$ as many. How many had his sister? 4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years? 5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box? 6. Henry has attended school 450 days. John has attended school 109 days. How many more days has Henry attended than John? 7. A man uses 124 envelopes in a month. How many will he use in 6 months? 8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars did he receive each month?	1	2	4	3	8	9	3	1	....	29							
	1	2	3	3	4	4	1	1	....	13							
	1	2	3	3	5	0	0	....	15								
	0	2	3	2	6	2	2	....	22								
	1	....	0	1	0	0	....	2									
	1	....	2	0	4	4	2	....	15								
	1	....	2	1	4	5	2	....	18								
	1	....	1	2	1	2	1	....	7								
	1	....	1	2	1	2	1	....	8								
	1	....	1	3	1	2	1	....	9								
	1	....	1	2	1	2	1	....	7								
	1	....	1	3	1	3	2	....	11								

Dictation. Write at dictation i, u, t, h, a, g, o, y, f, l, o, b, .

1. Does *John know which pencil to use?* No, he is *writing with Mary's pencil.*
2. The *(fourth)* day of the week is *(Wednesday).*
3. You and I wear shoes.
4. The scholars all said, "Two and two are four."
5. If those knife is this?

Write in a column:—busy, comb, eyes, goes, eggs, cents, sugar, collar, to-day, such. Number who failed to:

- Begin each sentence with capital, .
- Begin three proper nouns with capital, .
- Use capital for pronoun I, .
- Use the interrogation point correctly, .
- Use the four periods correctly, .
- Use the apostrophe with the possessive, .
- Use the quotation marks correctly, .

Number words misspelled in:

Use the quotation marks correctly,	. . .
Sentences (italized words only regarded),	. . .
Ten dictated words,	. . .

Advanced Examination.—But one pupil wrote it, and was given only the five problems. These she answered correctly excepting the question asking for interest. The entire 38 pupils wrote the exercise in language dictation.

NOTE: The number of pupils writing number stories is averaged.

[illegible]

NOTE: The number of pupils writing number stories is averaged.

TOWN W.

Age of Pupils,	5	6	7	8	9	10	11	12	13	14	15	16	Total.
Primary Examination.—Number pupils trying examination,						8	6	3	4	1	3	3	36
Number who could write currently and legibly,						1	4	2	1	0	2	3	16
Mental Arithmetic. — <i>Addition</i> —(Examples $9 + 5$; $17 + 9$; $38 + 9$). Whole number of answers,						2	6	6	8	4	1	3	36
Number of incorrect answers,						0	1	3	2	1	0	2	16
<i>Subtraction</i> —(Examples $11 - 4$; $25 - 8$). Whole number answers,						6	24	18	9	8	3	7	98
Number of incorrect answers,						0	3	0	4	3	0	1	11
<i>Multiplication</i> —(Examples 7×8 ; 6×7 ; 9×8 ; 7×12). Whole number answers,						4	16	12	6	6	2	5	67
Number of incorrect answers,						1	2	4	0	2	0	1	11
<i>Division</i> —(Examples $54 \div 9$; $27 \div 3$; $19 \div 6$). Whole number answers,						8	32	24	12	10	4	6	120
Number of incorrect answers,						4	5	8	4	0	0	0	23
<i>Fractions</i> —Number of incorrect answers to: 1. $\frac{1}{2} + \frac{1}{4}$?						6	24	18	9	8	3	7	98
2. $\frac{2}{3} + \frac{1}{6}$?						2	8	5	3	1	0	0	22
<i>Number Stories</i> —Number of incorrect answers to: 1. If a boy had 25 cents, and spent 10 cents for a slate, and the remainder for lead pencils at 3 cents each, how many would he get?						2	4	2	3	0	1	1	16
2. It is now 10 minutes after ten, what time was it five minutes ago?						2	5	4	1	1	1	2	22
3. Alice had twelve oranges, how many can she give away and keep four?						0	1	2	0	0	0	0	6
4. I have ten cents to spend for 2-cent stamps, how many can I buy?						1	0	1	0	0	0	0	3
Written Arithmetic. —Number of incorrect answers to: <i>Addition</i> —(245, 78, 669, 75, 201),						1	3	2	1	2	0	2	13
<i>Multiplication</i> —(344 \times 29),						1	4	3	1	1	1	1	13
<i>Division</i> —(546 \div 3),						1	4	3	0	1	1	0	14
Problems. —Number of incorrect answers to: 1. John's father is 30 years old. His mother is 5 years younger. How old is his mother?						0	2	0	1	1	0	0	6
2. A schoolroom is 6 yards and 2 feet long. How many feet long is it?						1	4	4	0	1	0	0	15
3. Henry had 40 cents. His sister had $\frac{4}{5}$ as many. How many had his sister?						2	4	5	0	1	0	1	17
4. A wood cutter cut down 245 trees one year; 78 the next year; 325 the next year; and 238 the fourth year. How many trees did he cut down in 4 years?						1	3	2	0	1	1	0	11
5. William put into his money box at one time 15 cents, at another 25 cents, at another 35 cents, and at another 50 cents. How many cents did he put into his money box?						1	2	1	0	2	1	0	8
6. Henry has attended school 109 days. How many more days has he attended than John?						2	3	3	0	1	1	0	13
7. A man uses 124 envelopes in a month. How many will he use in 6 months?						2	3	1	0	1	1	0	8
8. A man receives 664 dollars for 8 months' work; he receives the same number of dollars for each month. How many dollars does he receive each month?						2	6	5	4	1	1	0	22

TOWN.	Property of Dist.	SCHOOLROOMS.							CLOAK-ROOMS.				
		Erected.	Site.	Condition.	Defaced.	Number.	Recitation.	Sitting.	Dimensions.	Arranged.	Ventilation.	Playroom.	Ventilation.
A.													
High School	yes	1881	in yard	good	no	*12	7	600	38x27x13	hall	top and bottom	3, base-ment yard	warm sha-
1 Prospect St.....	"	1860	"	"	"	20	...	1,000	40x21x12	basem'nt	windows & shafts	4, base-ment	shafts, war-
2 Myrtle Ave.	"	1884	"	"	"	8	...	444	34x24x12	hall	top and bottom	4, base-ment	and cold
3 Clinton Ave.....	"	1889	"	"	"	†14	...	700	36x24x12	"	top and bottom	4, base-ment	warm sha-
4 Black Rock.....	"	....	"	fair	"	2	...	88	24x24x10	entry	top and bottom	4, base-ment	"
5 Maplewood Ave.	"	1893	"	good	"	8	...	432	34x24x12	halls	top and bottom	4, base-ment	none
6 Washington.....	"	1874	"	"	"	6	6	568	42x28x13	"	top and bottom	4, base-ment	none
7 Wheeler.....	"	1893	"	"	"	8	...	432	34x24x12	"	top and bottom	4, base-ment	shafts, ope-
8 Grand St.....	"	....	"	fair	"	8	...	444	36x18x12	"	entries	4, base-ment	ing in celli-
9 Oak St.....	"	1884	"	good	"	8	...	444	35x21x14	"	top and bottom	4, base-ment	warm sha-
10 North Main.....	"	1880	"	"	"	1	...	50	34x24x12	"	top and bottom	4, base-ment	shafts
11 Island Brook....	"	1875	"	"	"	4	...	204	33x27x12	from entries	top and bottom	4, base-ment	none
12 Old Mill.....	"	....	"	fair	"	2	...	80	50x17x10	from hall	top and bottom	4, base-ment	opening i
13 Jane St.....	"	....	"	good	"	7	...	380	21x12x10	entries	top and bottom	4, base-ment	ceiling
14 Barnum.....	"	1892	"	"	"	16	...	864	34x26x10	from entries	top and bottom	4, base-ment	warm sha-
16 Sterling St. ....	"	....	"	"	"	3	...	144	25x17x11	hall	top and bottom	3, base-ment	none
17 Hamilton St ....	"	....	line of street	fair	"	9	1	538	36x26x14	from entries	top and bottom	4, base-ment	shafts
18 Nichols St.....	"	part 1888	in yard	good	"	7	1	428	25x17x 9	from entries	top and bottom	4, base-ment	none
19 Newfield.....	no	1890	"	fair	"	8	...	400	38x19x12	halls	top and bottom	4, base-ment	shafts
20 Summerfield....	yes	1891	"	good	"	8	...	416	24x19x12	from entries	top and bottom	4, base-ment	none
B.													
New Street.....	yes	1870 1885	in yard	good	no	18	2	900	48x24x10	halls	top and bottom	2, base-ment	warm sha-
Liberty Street.....	"	....	"	fair	"	4	...	200	36x24x13	halls	top and bottom	4, base-ment	none
Balmforth Ave.....	"	....	"	good	"	12	1	600	28x30x12	in halls, basem'nt	top and bottom	base-ment	shafts
Morris Street.....	"	1892	"	"	"	8	...	420	22x31x12	in halls, basem'nt	top and bottom	base-ment	shafts
South Center.....	"	....	"	fair	"	6	...	284	27x27x12	large, entries	top and bottom	"	"
Mill Plain.....	"	....	"	"	"	1	...	44	30x22x12	in halls, basem'nt	top and bottom	"	warm sha-
Beaver Brook. ....	"	....	"	good	"	2	...	102	30x22x12	in halls	top and bottom	"	"
Great Plain.....	"	....	"	"	"	1	...	44	32x30x12	in halls	top and bottom	"	"
King Street.....	"	1860	"	fair	"	1	...	36	34x24x10	in halls, basem'nt	top and bottom	"	"
Miry Brook.....	"	....	"	good	"	1	...	34	25x26x11	in halls, basem'nt	top and bottom	"	shafts
Middle River.....	"	1850	"	fair	"	1	...	34	25x30x10	entry	top and bottom	none	opening i
Pembroke.....	"	....	near st. line	"	"	1	...	24	25x24x12	entries	top and bottom	"	ceiling
Westville.....	"	1844	in yard	good	"	1	...	20	25x22x13	"	top and bottom	"	shafts
Long Ridge.....	"	....	near st. line	"	"	1	...	24	25x24x13	"	top and bottom	"	"
Starr's Plain.....	"	1854	in yard	fair	"	1	...	18	26x23x12	"	top and bottom	"	"
Deer Hill.....	"	1874	"	"	yes	2	...	84	37x19x10	"	top and bottom	"	"
									23x22x12	2 for each room	doors	base-ment	shafts

* On second floor there is also a hall 86x39x28, seating 500.

† On fourth floor there is also a hall 69x45x19, seating 400.

Heat.	Light.	Safety.	Wash.	CLOSETS.			APPARATUS.			LIBRARY.		Style of Desks.	Care of Building.
				Inside.	Number.	Outside.	Globe.	Maps.	Clocks.	Number.	Bookcase.		
steam indirect	back and left side	doors out	bowls in halls	under steps, modern tank for girls	1	30 ft. for boys, good	yes	yes	yes	100	yes	modern, single folding box and modern	janitor.
steam	back and left side	doors out	bowls in halls	with running water best tank			"	"	"	20	"	modern, single	"
steam indirect stove, not air	back and left side	doors out	bowls in halls			10 ft., good	"	"	"	300	"	modern, single	"
steam indirect	back and left side	doors out	bowls in halls	under steps, best			"	"	"			modern, single	"
steam indirect	back and left side	doors out	bowls in halls	under steps at each end			"	"	"			modern, double	"
steam indirect	back and left side	doors out	bowls in halls		2	50 and 70 ft., good	"	"	"		yes	modern, doub. & sing.	"
coal	back and left side	doors out	bowls in halls	with running water	2	30 ft., good	"	"	"			modern, single	"
coal	2 sides				2	60 ft., good	"	"	"			modern, double	"
coal				in addition with water			"	"	"			modern, double	"
coal	back and sides	doors out	bowls in rooms	under steps, runn'g water			"	"	"			modern, double	"
team direct	back and left side	doors out	bowls in halls	best tank			"	"	"			modern, single	"
coal	back and sides	doors out	bowls in rooms		2	good, 20 ft., with water	"	"	"			modern, double	"
coal	back and sides	doors out	bowls in rooms			good, 45 ft., with water	"	"	"			modern, doub. & sing.	"
"	back and side	doors out		under steps, runn'g water			"	"	"			modern, double	"
coal	back and sides	doors out			2	fair, 33 ft.	"	"	"			single and double	"
team direct	back and left side	doors out		under steps, automatic			"	"	"			modern, single	"
eam, ect & direct	back and sides or sides	doors out	in halls & basement		2	with running water good	yes	yes	yes	yes	yes	modern, doub. & sing.	janitor.
eam	back and side	"	in halls, basem't		2	"	"	"	"		yes	modern, single chairs	"
eam, ect & direct	back and side	"	in halls & basement		2	"	"	"	"			modern, single	"
eam	back and side		basins in halls		2	poor	"	"	"	200	yes	mod. & box, doub. & sing.	"
coal	back and sides		basins		2	1 good 1 poor	no	no	"	no	no	box double	boy.
coal	back and sides		in basement		2	1 good 1 poor	yes	1	"	"	"	modern, double	"
coal	back and sides		basins		2	1 fair 1 poor	"	yes	"	"	"	modern, double	"
coal	on 2 sides		"		2	1 good 1 poor	"	"	no	"	"	modern, double	"
coal	back and sides		"		2	poor	"	"	"	"	"	modern, double	"
"	back and sides		"		2	fair	"	1	yes	"	"	modern, double	boys.
"	back and sides		"		2	"	"	2	"	"	"	modern, double	"
ood	back and sides		"		2	"	no	no	"	"	"	modern, double	"
ove	back and sides		"		2	"	yes	2	"	"	"	modern, double	"
coal	back and sides		"		2	"	"	yes	"	"	"	modern, double	"
ove	back and sides		"		2	poor	"	"	"	"	"	modern, doub. & sing.	janitor.

TOWN.	Property of Dist.	SCHOOLROOMS.						CLOAK-ROOMS.					
		Erected.	Site.	Condition.	Defaced.	Number.	Recitation.	Sitting.	Dimensions.	Arranged.	Ventilation.	Playroom.	Ventilation.
C.													
No. 1	yes	1882	in str't	good	yes	1	none	50	22X26	entries	windows	none	windows
" 2	"	"	"	"	no	1	"	35	20X24	"	"	"	"
" 3	"	"	in yard	fair	"	1	"	40	24X24	entry	window	"	"
" 4	"	"	in str't	poor	yes	1	"	28	18X20	"	"	"	"
" 5	"	"	"	good	no	1	"	34	22X 24	"	doors	"	"
" 6	"	"	in yard	fair	yes	1	"	32	16X20	"	none	"	"
" 7	"	"	in str't	poor	"	1	"	20	18X20	"	"	"	"
D.													
Center	yes	1880	in yard	good	no	2	none	100	22X48	entry	window	none	shaft in chimney register
Noroton	"	"	"	"	"	2	"	80	22X35	"	"	"	"
Ox Ridge	"	"	"	fair	"	1	"	50	20X25	"	windows	"	windows
Holmes	"	1842	in str't	"	"	1	"	42	18X25	"	window	"	"
E.													
1 Center	yes	1850	in yard	fair	no	1	none	18	17X15X 8	entry	none	none	none
3 Narrows	"	1850	"	"	yes	1	"	20	20X18X 9	"	"	"	"
4 Union	"	1854	"	"	no	1	"	32	27X17X10	"	"	"	"
5 Wakelee	"	1880	"	"	"	1	"	20	18X16X 9	"	"	"	"
6 Judd	"	1800	st. line	poor	yes	1	"	20	22X14X 8	none	"	"	"
7 Rock House	"	1872	in yard	good	no	1	"	24	20X19X10	entry	"	"	"
9 Wilson	"	"	"	fair	yes	1	"	26	24X17X 9	"	"	"	"
10	"	"	st. line	"	"	1	"	24	20X20X 8	"	"	"	"
F.													
Southport	yes	1853	in yard	fair	no	3	none	125	26X38	basem'nt	windows	none	air shaft
Middle	"	1872	"	good	"	2	"	120	28X40	room	"	"	"
Mill Plain	"	1875	"	"	"	2	none	88	25X27	entry	"	"	"
Deerfield	"	1794	in str't	poor	yes	1	"	20	18X20	none	"	"	windows
Burr's	"	"	"	fair	"	1	"	24	20X24	entry	none	"	"
Banks, South	"	"	"	"	"	1	"	20	16X18	"	windows	"	"
Banks, North	"	"	in yard	"	"	1	"	24	20X24	"	"	"	door in at
Hoyden's Hill	"	"	in str't	poor	"	1	"	16	18X20	"	door	"	windows
Bulkeley	"	"	"	fair	"	1	"	30	18X20	"	"	"	"
Holland Hill	"	1882	in yard	good	no	1	"	30	25X30	"	window	"	"
Jenning's Woods	"	1873	"	"	"	1	"	36	28X32	"	doors	"	air shaft
Greenfield Hill	town	"	in str't	"	"	2	"	80	24X30	"	window	"	windows
G.													
Center	yes	1880	in yard	fair	no	1	none	32	25X19X12	entry	none	none	none
Trapfall	"	1870	"	"	"	1	"	22	18X16X 9	"	"	"	"
Isinglass	"	1844	"	"	"	1	"	14	17X15X10	"	"	"	"
Booth's Hill	"	1843	"	"	"	1	"	20	17X17X 9	"	"	"	"
Walnut-tree Hill	"	1866	"	good	"	1	"	24	22X17X12	"	"	"	open'g, cei
Upper White Hills	"	"	st. line	fair	"	1	"	36	21X18X10	"	"	"	none
Lower White Hills	"	1873	in yard	"	"	1	"	26	21X17X11	"	"	"	"
French's	"	1795	"	poor	yes	1	"	20	20X16X 8	"	"	"	"
Coram	"	1850	"	fair	"	1	"	20	16X15X 8	"	"	"	"
Long Hill	"	"	"	good	no	1	"	24	20X18X8	"	"	"	"
Ferry	"	1886	"	"	"	10	3	465	28X24X12 39X24X12	in halls	top and bottom	"	shafts
H.													
Cutler's Farms	yes	"	in str't	fair	yes	1	none	30	22X24	entry	none	none	door in at
Elm Street	"	"	"	"	no	1	"	24	22X26	"	"	"	"
Center	"	"	"	"	"	1	"	36	26X32	"	"	"	windows
Walker's Farms	"	"	"	"	yes	1	"	40	18X20	none	"	"	"
Stepney	"	"	"	good	no	1	"	32	25X30	"	"	"	door in at
Birdsey's Plains	"	"	"	"	"	1	"	32	24X30	entry	door	"	"
Eastern	"	"	"	fair	yes	1	"	26	18X22	"	none	"	windows

Heat.	Light.	Safety.	Wash.	CLOSETS.			APPARATUS.			LIBRARY.		Style of Desks.	Care of Building.
				Inside.	Number.	Outside.	Globe.	Maps.	Clocks.	Number.	Bookcase.		
coal stove	sides & end	none	basin	.....	2	good	no	yes	no	no	no	new	teacher.
"	"	"	"	.....	1	"	"	"	"	"	"	old	"
"	"	out doors	"	.....	2	"	"	"	"	"	"	"	"
"	"	none	"	.....	1	poor	"	no	"	"	"	"	"
"	"	"	"	.....	2	good	"	yes	"	"	"	new	"
"	"	out doors	"	.....	2	"	yes	"	"	"	"	old	"
"	"	none	none	.....	2	"	no	no	"	"	"	oldest	"
furnace	sides & end	none	sink	.....	2	good	yes	yes	yes	.....	yes	new	janitor.
"	"	out doors	none	.....	2	"	"	"	"	78	"	"	"
coal stove	"	"	"	.....	2	"	"	"	no	10	no	"	teacher.
"	"	"	basin	.....	2	"	"	"	yes	no	"	old	"
wood stove	back, sides	none	basin	.....	2	in one, good	no	yes	yes	17	yes	box	boy.
"	"	"	"	.....	2	in one, fair	no	"	no	no	no	"	teacher.
"	"	"	"	.....	2	adjc't, good	yes	"	"	"	"	"	"
"	"	"	"	.....	2	in one, fair	no	"	"	"	"	"	"
"	back, sides	"	"	.....	1	fair	"	"	"	"	"	wall	"
"	sides	"	"	.....	2	in one, good	yes	"	"	10	"	box	"
"	"	"	"	.....	2	in one, poor	no	"	"	10	"	"	"
coal stove	back, sides	"	"	.....	2	"	"	"	"	7	"	"	"
coal stove	side & end	none	basin	.....	2	good	yes	yes	yes	no	no	old	janitor.
furnace	"	out doors	sink	.....	2	"	no	"	"	15	yes	"	"
"	sides & end	"	"	.....	2	"	yes	"	"	200	"	new	"
wood stove	"	none	basin	.....	2	"	"	no	"	no	no	old	"
"	"	"	"	.....	2	"	no	yes	yes	"	"	new	"
coal stove	"	"	"	.....	2	"	"	"	no	"	"	"	teacher.
wood stove	sides	out doors	"	.....	2	"	"	"	yes	"	"	"	janitor.
"	sides & end	none	"	.....	2	"	yes	no	no	"	"	"	teacher.
coal stove	"	out doors	"	.....	2	"	"	yes	yes	32	yes	"	janitor.
"	sides	"	"	.....	2	"	no	"	no	no	no	"	"
"	sides & end	"	"	.....	2	"	yes	yes	yes	44	yes	"	"
"	sides	"	"	.....	2	"	"	"	"	98	"	"	"
"	sides & end	"	none	.....	2	"	"	"	"	"	"	"	"
wood stove	sides	none	basin	.....	2	adjc't, good	no	yes	yes	54	yes	mod., doub.	teacher.
"	back, sides	"	"	.....	2	adjc't, poor	yes	"	"	no	no	box, poor	"
"	sides	"	"	.....	1	good	no	"	"	"	no	mod., doub.	"
"	"	"	"	.....	2	"	"	"	"	"	"	"	"
"	back, sides	"	"	.....	2	in 1, poor	"	no	"	no	no	bx, iron ends	"
"	"	"	"	.....	2	in one, fair	yes	"	yes	50	yes	mod., doub.	"
"	sides	"	"	.....	2	"	no	"	no	no	no	box	"
"	"	"	"	.....	2	"	"	"	"	"	"	"	"
"	back, sides	"	"	.....	1	9 feet, fair	yes	"	"	"	"	"	"
"	"	"	"	.....	2	in 18 ft. poor	no	"	yes	"	"	box, poor	"
"	sides	"	"	.....	1	poor	"	"	"	"	"	mod., doub.	"
"	"	"	"	.....	2	9 feet, poor	"	"	no	"	"	"	"
steam	2 sides and back	"	sinks in halls	.....	2	with water, good	yes	"	yes	"	yes	modern, doub. & sing.	janitor.
coal stove	sides & end	out doors	basin	.....	2	fair	no	no	no	6	yes	new	teacher.
wood stove	sides	none	"	.....	2	"	"	yes	"	1	no	"	"
"	"	"	"	.....	2	good	"	"	"	no	"	old	"
"	sides & end	"	"	.....	2	"	"	"	"	"	"	oldest	"
"	"	"	"	.....	2	fair	yes	"	"	55	yes	new	"
"	"	"	"	.....	2	"	no	"	yes	8	"	"	"
"	"	"	"	.....	2	good	yes	"	no	2	sh'lvs	old	"

TOWN.	Property of Dist.	SCHOOL ROOMS.							CLOAK ROOMS.				
		Erected.	Site.	Condition.	Defaced.	Number.	Recitation.	Sittings.	Dimensions.	Arranged.	Ventilation.	Playroom.	Ventilation.
I.													
No. 1.....	yes	....	in yard	fair	yes	4	2	206	33X39	entry	none	none	registers
" 2.....	"	....	in street	"	no	1	none	24	17X20	"	window	"	windows
" 3.....	"	....	"	"	"	1	"	28	18X20	"	"	"	"
" 4.....	"	....	in yard	"	yes	1	"	30	30X30	"	door	"	"
" 5.....	"	....	"	good	no	1	"	28	18X22	"	window	"	"
" 6.....	"	....	in street	fair	"	1	"	34	35X40	"	"	"	"
" 7.....	"	....	in yard	good	"	1	"	25	16X24	"	"	"	"
" 8.....	"	....	in street	fair	"	1	"	40	18X22	"	"	"	"
" 9.....	"	....	in yard	"	"	1	"	40	25X28	"	windows	"	"
" 10.....	"	....	"	"	"	1	"	40	20X22	"	"	"	"
" 11.....	"	....	"	"	"	1	"	16	25X28	"	none	"	"
J.													
Great Meadow.....	yes	1840	in street	poor	yes	1	none	20	18X20	none	.....	none	windows
East Center.....	"	....	"	fair	"	1	"	30	18X22	entry	window	"	door in atti
West Center.....	"	....	"	poor	"	1	"	26	20X26	"	"	"	windows
Pondville.....	"	....	"	good	no	1	"	28	18X20	"	"	"	"
Great Hollow.....	"	....	"	fair	yes	1	"	40	18X20	"	"	"	"
Centerville.....	"	1842	"	poor	"	1	"	20	15X15	"	none	"	"
K.													
Sandy Hook.....	yes	....	in yard	good	no	3	none	120	25X30	entry	windows	none	door in roof
Hanover.....	"	....	in street	poor	yes	1	"	40	20X22	"	door	"	windows
Toddy Hill.....	"	....	"	fair	"	1	"	26	20X22	"	"	"	door in atti
Zoar.....	"	....	"	"	"	1	"	32	22X24	"	"	"	"
Half Way River.....	"	....	"	"	"	1	"	30	18X20	"	"	"	"
Gray's Plain.....	"	....	"	"	"	1	"	30	20X22	"	windows	"	windows
Pohatuck.....	"	....	"	good	no	2	"	100	20X30	"	"	"	door in atti
Gregory's Orchard..	"	1860	"	fair	yes	1	"	50	20X30	"	"	"	"
Palestine.....	"	1884	in yard	good	no	1	"	30	20X30	"	none	"	"
South Center.....	"	....	in street	poor	yes	1	"	40	22X24	"	"	"	"
Taunton.....	"	....	in yard	good	no	1	"	42	20X24	"	"	"	"
Hopewell.....	"	....	in street	"	"	1	"	18	20X24	"	door	"	windows
Lands End.....	"	....	"	fair	"	1	"	50	18X20	"	"	"	door in atti
North Center.....	"	....	"	good	"	1	"	52	20X24	"	"	"	windows
Flat Swamp.....	"	....	"	fair	"	1	"	24	20X22	"	"	"	door
Middle.....	"	....	in yard	"	yes	1	"	40	20X24	"	"	"	door in atti
Huntingtown.....	"	....	in street	"	"	1	"	32	20X24	none	none	"	"
L.													
Union.....	yes	....	in yard	good	no	11	none	600	24X33	basem'nt	window	base-ment	registers
Concord Street.....	"	....	"	"	"	9	"	450	24X35	"	"	"	"
Center.....	"	....	"	"	"	7	2	420	25X30	hall	windows	none	none
Over River.....	"	....	"	"	"	7	3	427	25X30	"	none	"	Smead's
East Norwalk.....	"	....	"	"	"	8	2	400	25X25	entry	"	"	registers
North West.....	"	....	"	fair	"	3	none	142	25X30	"	"	"	none
Rowayton.....	"	....	in street	poor	yes	2	"	100	24X30	"	"	"	"
North Center.....	"	....	"	good	no	2	"	92	14X24	"	"	"	registers
Cranberry Plain.....	"	....	in yard	fair	yes	1	"	56	14X33	"	"	"	none
West Norwalk.....	"	....	"	"	no	1	"	64	27X28	"	"	"	"
Broad River.....	"	....	in street	"	yes	1	"	50	25X27	"	"	"	"
Middle 5-Mile River	"	....	"	"	"	1	"	50	28X30	"	"	"	open. in cei
M.													
Couch's Hill.....	yes	....	in yard	fair	yes	1	none	20	22X35	entry	window	none	windows
Redding Ridge.....	"	....	in street	"	"	1	"	20	18X24	"	door	"	"
Lonetown.....	"	....	"	"	no	1	"	24	16X18	"	windows	"	"
Center.....	"	....	"	"	"	1	"	20	18X20	"	doors	"	"
Diamond Hill.....	"	....	in yard	good	"	1	"	24	20X20	"	window	"	"
Boston.....	"	....	"	fair	yes	1	"	38	24X25	"	none	"	"
Umpawaug.....	"	....	in street	poor	"	1	"	30	22X25	"	window	"	"

Heat.	Light.	Safety.	Wash.	CLOSETS.			APPARATUS.			LIBRARY.		Style of Desks.	Care of Building.
				Inside.	Number.	Outside.	Globe.	Maps.	Clocks.	Number.	Bookcase.		
coal stoves	sides & end	out doors	none	.....	3	good	yes	yes	yes	200	yes	new	janitor.
coal stove	"	doors	basin	.....	2	"	"	"	no	40	"	old	"
wood stove	"	out doors	none	.....	2	poor	"	"	yes	1	no	"	teacher.
coal stove	"	none	basin	.....	2	fair	"	no	"	46	yes	"	"
coal stove	sides	out doors	none	.....	2	good	no	yes	no	no	no	"	janitor.
"	"	"	basin	.....	2	fair	yes	"	no	18	yes	"	"
"	side & end	"	"	.....	2	good	"	yes	"	1	no	new	teacher.
"	"	"	"	.....	2	"	no	"	yes	10	yes	old	"
"	sides & end	"	"	.....	2	"	yes	no	no	1	no	new	"
"	"	"	none	.....	2	"	yes	"	no	no	no	old	"
wood stove	sides & end	none	basin	.....	1	fair	no	no	no	no	no	new	teacher.
"	sides	out doors	none	.....	2	good	"	"	"	"	"	old	"
"	"	out doors	"	.....	2	poor	yes	yes	"	"	"	"	"
"	sides & end	none	basin	.....	1	good	no	no	"	"	"	new	"
"	"	"	"	.....	1	"	"	"	"	"	"	oldest	"
coal stove	sides & end	none	none	.....	2	good	yes	yes	no	50	yes	new	teacher.
wood stove	"	out doors	"	.....	1	poor	no	no	"	no	no	oldest	"
coal stove	"	none	pail	.....	1	"	"	yes	"	"	"	new	"
wood stove	"	none	basin	.....	2	good	"	no	"	"	"	"	"
"	"	"	"	.....	2	fair	"	"	"	"	"	"	"
coal stove	"	out doors	"	.....	2	good	"	yes	"	15	"	old	"
wood stove	"	none	"	.....	2	"	"	no	"	"	"	oldest	"
"	"	out doors	"	.....	2	fair	yes	no	"	6	yes	new	"
"	"	out doors	"	.....	2	good	no	no	"	no	no	oldest	"
"	"	"	"	.....	2	"	"	"	"	"	"	new	"
coal stove	"	"	none	.....	2	fair	"	yes	"	"	"	old	"
wood stove	"	"	basin	.....	2	poor	yes	no	"	"	"	new	"
coal stove	"	out doors	"	.....	2	"	"	yes	"	3	yes	old	"
"	"	none	"	.....	2	fair	"	"	"	no	no	new	"
steam	sides & end	out doors	sinks	.....	2	good	yes	yes	yes	no	yes	old	janitor.
urnace	"	"	"	.....	2	"	"	"	"	"	no	new	"
steam	"	"	"	.....	2	"	"	"	"	"	yes	old and new	"
mead's	"	none	"	.....	2	"	"	"	"	"	"	"	"
steam	"	out doors	bowls	.....	3	"	"	"	"	200	"	new	"
11 stoves	"	none	basins	.....	2	"	"	"	"	no	"	old	"
urnace	"	"	"	.....	2	"	no	"	"	"	no	"	"
"	"	"	"	.....	2	"	yes	"	"	"	"	"	"
al stove	"	"	none	.....	2	"	"	"	no	40	"	"	teacher.
"	"	"	basin	.....	2	"	"	"	"	no	"	"	"
urnace	"	"	sink	.....	2	"	no	no	"	"	"	"	"
al stove	"	"	basin	.....	2	"	yes	yes	"	"	yes	"	"
wood stove	sides	out doors	basin	.....	2	good	no	yes	no	no	no	old	teacher.
"	"	"	none	.....	2	"	"	"	"	"	"	"	"
"	sides & end	none	basin	.....	2	"	yes	"	"	"	"	"	"
"	"	"	none	.....	2	"	"	"	"	"	"	new	"
"	"	"	basin	.....	2	"	"	"	yes	"	"	"	"
"	sides	"	"	.....	2	"	"	"	no	"	"	old	"
"	sides & end	"	"	.....	2	poor	"	"	"	"	"	"	"

TOWN.	Property of Dist.	Erected.	Site.	Condition.	Defaced.	SCHOOL ROOMS.				CLOAK ROOMS.		Playrooms.	Ventilation.
						Number.	Recitation.	Sittings.	Dimensions.	Arranged.	Ventilation.		
N.													
Center.....	yes	1884	in yard	good	no	4	none	160	26x28 29x30 20x29	in school	.....	none	hot air shaft
Branchville.....	"	1882	in street	"	"	1	"	40	25x25 15x24	entry	none	"	windows
West Mountain.....	"	.....	"	fair	"	1	"	24	15x24	"	"	"	"
Limestone.....	"	.....	"	poor	yes	1	"	16	14x16	none	.....	"	"
Florida.....	"	.....	"	fair	"	1	"	20	16x18	entry	windows	"	"
South Ridgebury.....	"	.....	"	"	no	1	"	30	20x30	"	"	"	"
Whipsticks.....	"	.....	"	"	"	1	"	30	20x22	"	"	"	"
North Ridgebury.....	"	1862	in yard	"	"	1	"	26	18x24	"	none	"	"
Flat Rock.....	"	1842	in street	"	yes	1	"	20	18x20	"	window	"	"
Scotland.....	"	.....	in yard	"	no	1	"	28	16x20	"	"	"	"
Titicus.....	"	1852	in street	"	"	1	"	44	20x25	"	"	"	"
Farmingville.....	"	.....	in yard	"	yes	1	"	20	15x18	"	windows	"	"
West Lane.....	"	.....	in street	"	"	1	"	28	19x20	"	"	"	"
O.													
No. 1.....	yes	.....	in street	poor	no	1	none	18	18x20	entry	windows	none	windows
" 2.....	"	.....	"	"	yes	1	"	22	18x24	none	.....	"	"
" 3.....	"	.....	"	"	no	1	"	40	28x33	"	.....	"	"
" 4.....	"	.....	"	"	"	1	"	30	24x26	"	.....	"	"
" 5.....	"	.....	"	"	yes	1	"	16	18x22	"	.....	"	"
P.													
Franklin Street.....	yes	.....	in yard	good	no	8	none	380	34x22x12	back of rooms	windows	2 in base-	warm shafts
Center.....	"	.....	"	"	"	8	I	433	28x28x13 28x28x15	in play rooms	or shafts window	base-	"
Elm Street.....	"	*	"	"	"	8	I	278	27x28x14 33x22x14	in base-	windows	ment	"
West.....	"	1884	"	"	"	9	"	412	33x22x12	2 in each room	doors only	"	"
Henry Street.....	"	1886	"	"	"	8	"	400	27x24x14	2 in each room	"	"	"
William Street.....	"	1879	"	"	"	8	I	392	33x24x13	.....	"	"	"
Cove.....	"	.....	"	fair	"	1	none	44	27x30x10	entry	.....	none	"
Glenbrook.....	"	.....	"	good	"	2	"	78	30x20x11	"	.....	"	"
Springdale.....	"	.....	"	"	"	1	"	52	34x20x10	entries	"	"	"
Simsbury.....	"	.....	"	"	"	1	"	30	24x20x12	entry	"	"	"
Turn of River.....	"	.....	"	poor	"	1	"	24	18x16x 8	"	"	"	"
Scofieldtown.....	"	.....	"	"	"	1	"	30	21x18x11	"	"	"	"
Roxbury.....	"	.....	"	good	"	1	"	36	30x17x 9	"	"	"	"
Bangall.....	"	.....	"	"	"	1	"	30	23x19x10	"	"	"	"
High Ridge.....	"	.....	on st. line	"	"	1	"	30	25x21x11	"	"	"	"
Long Ridge.....	"	.....	in yard	"	"	1	"	42	41x25x13	2 open fr. entries	"	"	"
North.....	"	.....	on st. line	"	"	1	"	21	22x19x10	entry	.....	"	"
Q.													
Center.....	yes	1884	in yard	good	no	8	none	320	24x30	halls	yes	cellar	heated shaft
Putney.....	"	1852	"	fair	"	1	"	30	16x22	entry	"	none	windows
Oronoque.....	"	1848	in street	"	"	1	"	20	13x20	"	"	"	roof
R.													
Daniels' Farms.....	yes	.....	in street	fair	yes	1	none	30	16x20	entry	door	none	registers
Long Hill.....	"	1852	"	"	no	2	"	60	22x28	"	"	"	windows
Nichols' Farms.....	"	.....	"	"	yes	1	"	40	28x35	"	"	"	"
Tashua.....	"	.....	"	good	no	1	"	26	18x22	"	door	"	"
Chestnut Hill.....	"	1873	"	"	"	1	"	30	18x22	"	"	"	"
White Plains.....	"	1852	"	fair	yes	1	"	38	20x30	"	"	"	registers
S.													
Middle.....	yes	.....	in street	fair	no	1	none	32	22x28	entry	door	none	windows
Good Hill.....	"	1871	"	"	yes	1	"	24	15x18	"	window	"	"
Lyons Plain.....	"	1794	"	"	"	1	"	22	18x22	none	.....	"	"
Forge.....	"	1871	in yard	poor	"	1	"	30	19x19	entry	windows	"	"
Upper Parish.....	"	1881	"	fair	good	1	"	24	18x20	"	none	"	"

Heat.	Light.	Safety.	Wash.	CLOSETS.			APPARATUS.			LIBRARY.		Style of Desks.	Care of Building.
				Inside.	Number.	Outside.	Globe.	Maps.	Clocks.	Number.	Bookcase.		
urnace	side & end	none	sinks	.....	2	good	no	no	no	150	yes	new	janitor.
1 stove	sides	"	basin	.....	2	"	yes	yes	"	30	"	"	teacher.
1 stove	sides & end	"	"	.....	2	"	no	"	"	30	"	"	"
"	sides	"	none	.....	2	"	"	"	"	no	no	old	"
"	sides & end	out doors	basin	.....	1	"	yes	"	yes	30	yes	"	"
"	"	none	"	.....	2	"	"	"	no	no	no	new	"
"	sides	"	"	.....	2	"	no	"	"	50	yes	"	"
1 stove	"	out doors	"	.....	2	"	"	"	"	6	no	old	"
1 stove	sides & end	"	"	.....	1	fair	"	"	"	10	"	new	"
"	"	"	"	.....	2	good	"	"	"	25	yes	"	"
"	"	out doors	none	.....	2	"	"	"	"	no	no	"	janitor.
"	"	"	basin	.....	2	"	yes	"	yes	20	yes	"	teacher.
"	"	"	"	.....	2	"	"	"	no	no	no	"	janitor.
1 stove	sides & end	none	basin	.....	1	fair	no	no	no	.....	no	old	teacher.
"	"	out doors	"	.....	1	"	"	yes	"	.....	"	"	"
"	"	none	"	.....	1	"	"	"	"	.....	"	new	"
"	"	out doors	"	.....	1	poor	yes	"	"	.....	"	oldest	"
"	"	"	"	.....	1	"	"	"	"	.....	"	old	"
eam	back and sides	doors out	in halls	for girls & t'chers	2	50 ft. good	yes	yes	yes	.....	yes	modern, single	janitor.
"	"	"	"	"	2	45 ft. fair	"	"	"	.....	"	doub. & sing.	"
"	"	"	"	"	2	50 ft. good	"	"	"	.....	"	modern, doub. & sing.	"
"	"	"	in base-ment	"	2	75 ft. good	"	"	"	.....	"	"	"
"	"	"	"	"	2	60 ft. good	"	"	"	.....	"	modern, double	"
"	"	"	"	"	2	75 ft. good	"	"	"	.....	"	"	"
1 stove	sides	doors out	"	"	2	50 ft. good	"	"	"	.....	"	single	"
"	"	basin	"	"	2	75 ft. fair & poor	"	"	"	.....	"	"	teacher.
"	b'ck & sid's	"	"	"	2	100 ft. fair	no	.....	"	.....	"	"	janitor.
"	sides	"	"	"	2	80 ft. good	"	"	"	.....	yes	"	"
"	"	"	"	"	2	60 ft. fair	yes	"	"	.....	"	"	"
"	b'ck & sid's	"	"	"	2	adjoin'g fair	"	"	"	.....	"	"	teacher.
"	"	"	"	"	2	100 ft. good	"	"	"	.....	"	"	"
"	"	"	"	"	1	150 ft. poor	"	"	"	.....	"	"	"
"	sides	"	"	"	2	75 ft. fair, poor	no	"	"	.....	"	"	"
"	"	"	"	"	1	21 ft. fair	"	"	"	.....	"	"	janitor.
am stove	sides & end	none	sinks	.....	2	good	no	yes	yes	50	yes	new	janitor.
"	sides	"	basin	.....	2	"	yes	"	"	no	no	teacher.	"
"	sides & end	"	"	.....	2	"	"	"	"	10	yes	"	"
1 stove	sides	none	basin	.....	2	fair	yes	yes	yes	25	yes	new	teacher.
"	"	out doors	"	.....	2	"	no	no	no	20	"	"	"
"	"	"	"	.....	2	"	yes	yes	yes	22	"	"	"
"	"	"	"	.....	2	new	yes	no	no	1	"	"	"
"	"	"	"	.....	2	good	no	yes	no	no	no	"	"
"	"	"	"	.....	2	"	yes	no	yes	20	yes	"	"
1 stove	sides	out doors	basin	.....	2	good	no	no	no	no	no	new	teacher.
1 stove	sides & end	"	none	.....	2	"	"	"	"	"	"	"	"
1 stove	"	"	basin	.....	2	"	"	"	"	"	"	"	"
1 stove	sides	"	none	.....	2	"	"	"	"	20	"	old	"
"	sides & end	"	basin	.....	2	"	"	"	"	no	"	"	"

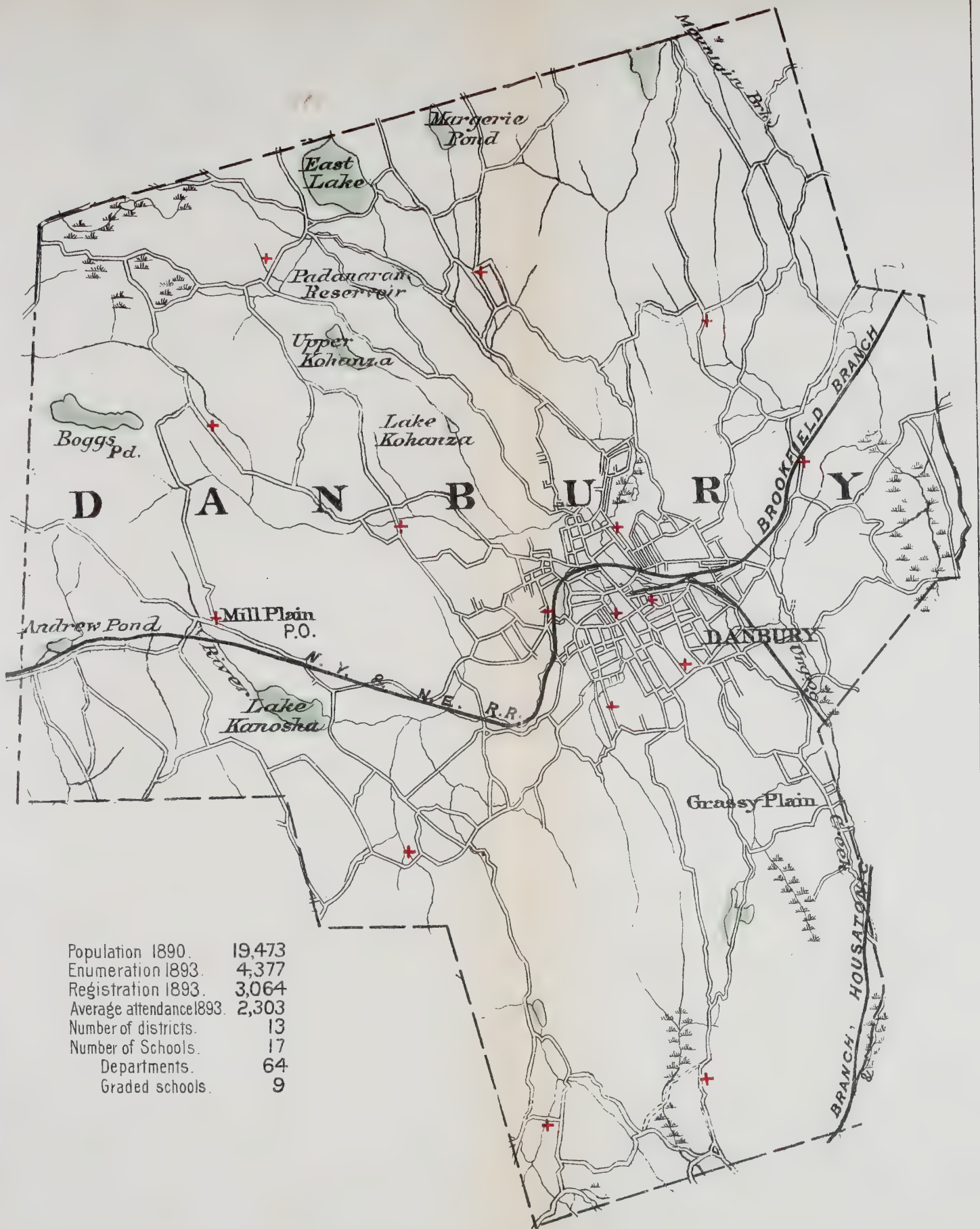
TOWNS.	Property of Dist.	SCHOOL ROOMS.							CLOAK ROOMS.				
		Erected.	Site.	Condition.	Defaced.	Number.	Recitation.	Sittings.	Dimensions.	Arranged.	Ventilation.	Playrooms.	Ventilation.
T.													
East Saugatuck....	yes	1887	in street	good	no	2	none	100	25X30 35X50	entry	window	none	door in at
West Saugatuck....	"	....	"	"	"	2	"	80	20X22 21X24	"	"	"	windows
Compo'.....	"	....	"	fair	yes	2	"	80	17X22	"	"	"	register
Green's Farms....	"	....	in yard	good	no	1	"	56	22X33	"	"	"	"
South Saugatuck...	"	1850	in street	fair	yes	1	"	60	26X30	"	"	"	windows
Cross Highways....	"	....	in yard	"	"	1	"	50	26X30	"	"	"	"
East Long Lots..	"	....	in street	"	"	1	"	30	20X24	"	"	"	"
West Long Lots....	"	....	"	"	"	1	"	48	22X26	"	"	"	"
Poplar Plain.....	"	....	"	poor	"	1	"	24	18X20	"	"	"	door in at
North.....	"	....	"	"	"	1	"	30	18X22	"	"	"	window
U.													
Center.....	yes	....	in street	fair	no	1	none	24	22X24	entry	window	none	window.
Kent.....	"	....	"	"	yes	1	"	50	19X27	"	door	"	"
Cannons.....	"	....	"	"	"	1	"	32	18X24	"	window	"	"
Nod.....	"	....	"	"	no	1	"	34	20X24	"	door	"	cupola
Bald Hill.....	"	....	"	"	"	1	"	32	22X24	"	window	"	window.
Middlebrook.....	"	....	in yard	"	yes	1	"	30	16X28	"	"	"	door in at
Belden Hill.....	"	....	"	"	no	1	"	24	20X22	"	"	"	window
Georgetown.....	"	....	in street	good	"	2	"	80	24X28	"	"	"	"

Heat.	Light.	Safety.	Wash.	CLOSETS.			APPARATUS.			LIBRARY.		Style of Desks.	Care of Building.
				Inside.	Number.	Outside.	Globe.	Maps.	Clocks.	Number.	Bookcase.		
urnace	sides	out doors	none	.....	2	good	no	yes	no	no	no	new	janitor.
al stove	sides & end	none	basin	.....	2	"	yes	"	"	7	yes	"	"
"	"	"	"	.....	2	"	"	"	yes	27	"	"	"
"	sides	out doors	"	.....	2	"	no	"	no	23	no	old	"
"	sid's & ends	none	sink	.....	2	fair	no	"	"	no	"	new	"
"	sides	out doors	none	.....	2	good	yes	"	"	"	"	old	"
"	sides	out doors	basin	.....	2	fair	no	"	"	11	yes	new	"
"	sides & end	none	none	.....	1	"	"	"	"	no	no	old	"
"	"	out doors	basin	.....	2	good	"	"	yes	"	"	new	teacher.
"	"	"	"	.....	2	"	"	"	no	"	"	"	"
l stove	sides & end	out doors	basin	.....	1	fair	yes	yes	no	30	yes	new	teacher.
"	"	none	"	.....	2	good	"	"	"	18	no	"	"
od stove	sides	"	"	.....	2	poor	no	"	yes	no	"	"	"
"	"	"	"	.....	2	fair	"	"	no	"	"	"	"
"	side & end	out doors	"	.....	1	"	"	"	"	40	yes	"	"
"	sides	"	"	.....	2	good	"	"	"	25	"	"	"
l stove	"	none	"	.....	1	fair	yes	"	"	21	"	"	"
"	sides & end	out doors	"	.....	2	"	"	"	yes	55	"	"	janitor.



Population 1890.	48,866
Enumeration 1893.	13,131
Registration 1893.	8,694
Average attendance 1893.	6,919
Number of districts.	1
Number of Schools.	20
Departments.	157
Graded schools.	19

SCALE, 1 MILE TO AN INCH.



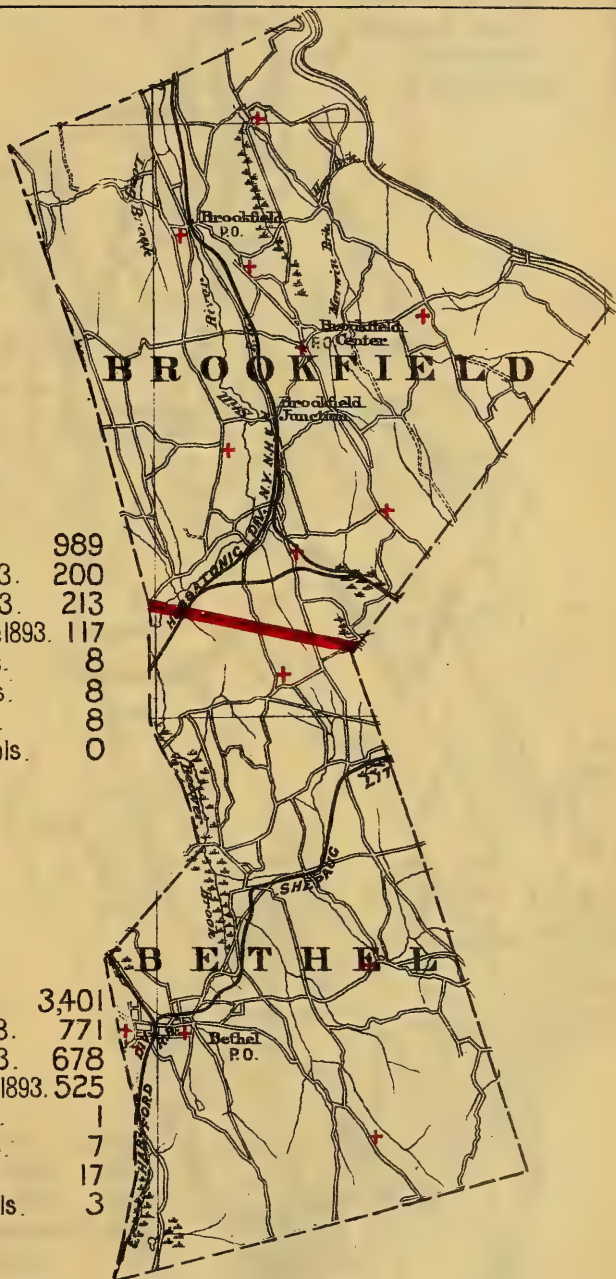
Population 1890.	19,473
Enumeration 1893.	4,377
Registration 1893.	3,064
Average attendance 1893.	2,303
Number of districts.	13
Number of Schools.	17
Departments.	64
Graded schools.	9

SCALE, 1 MILE TO AN INCH.



Population 1890.	989
Enumeration 1893.	200
Registration 1893.	213
Average attendance 1893.	117
Number of districts.	8
Number of Schools.	8
Departments.	8
Graded schools.	0

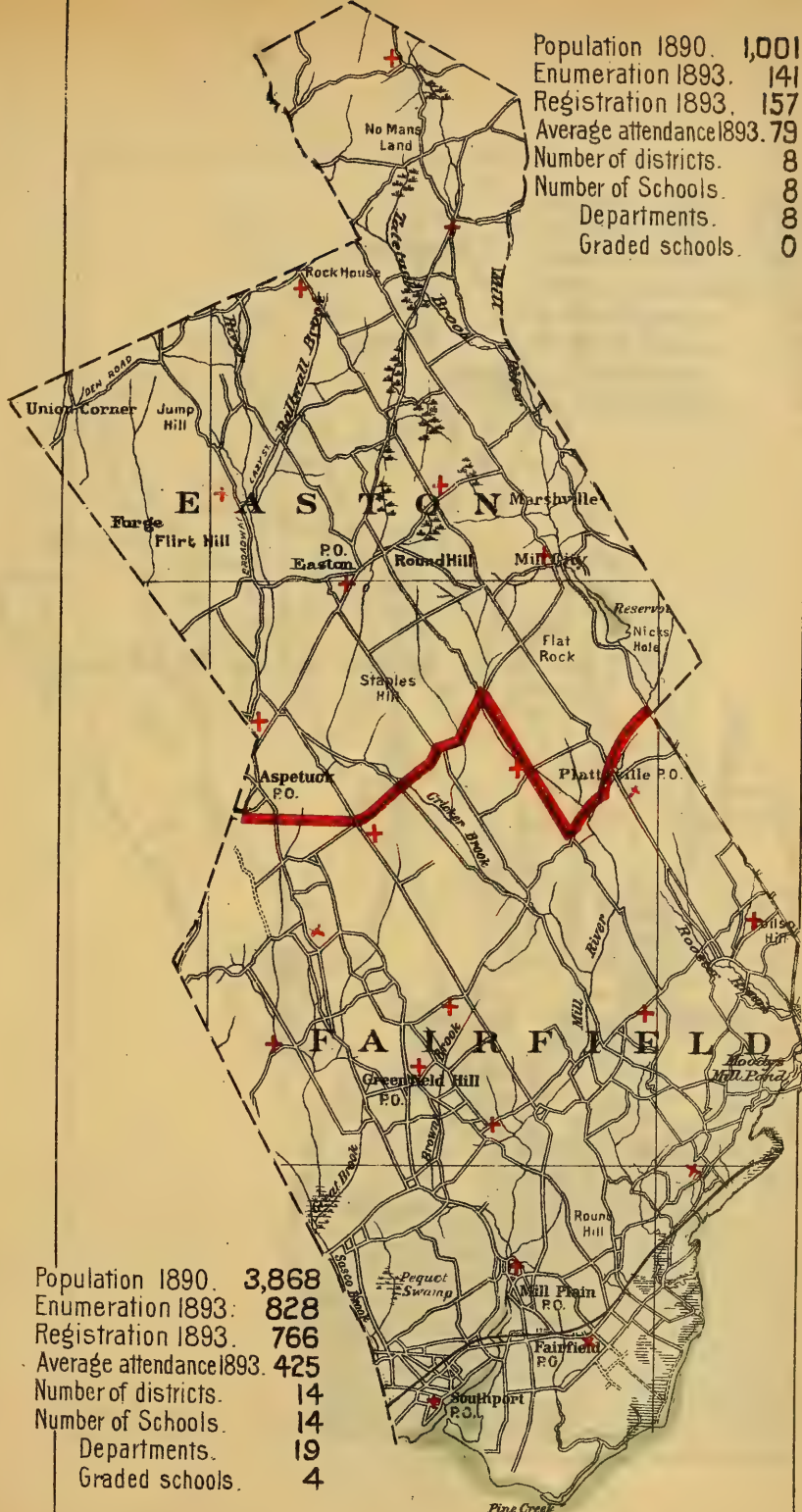
Population 1890.	3,401
Enumeration 1893.	771
Registration 1893.	678
Average attendance 1893.	525
Number of districts.	1
Number of Schools.	7
Departments.	17
Graded schools.	3



SCALE, $1\frac{1}{2}$ MILES TO AN INCH.



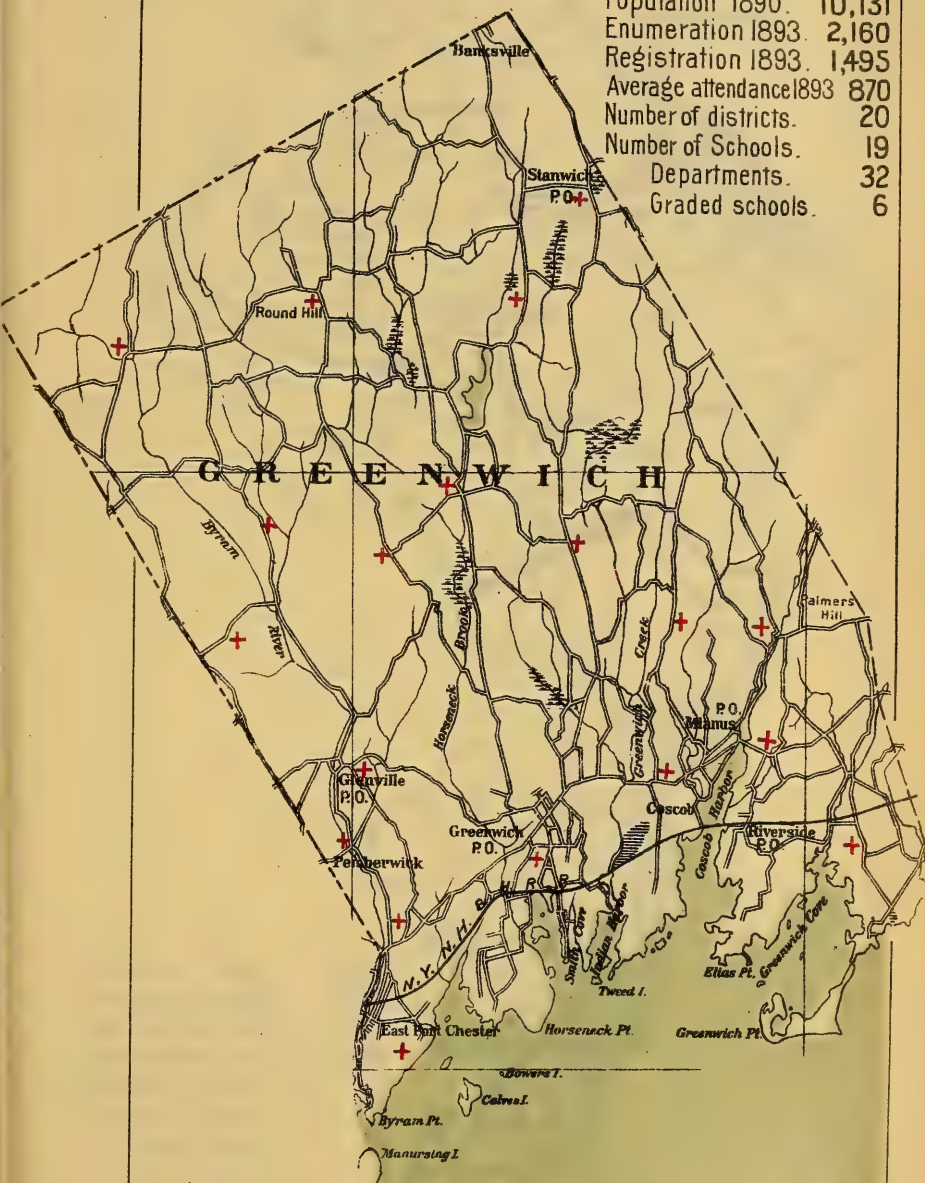
Population 1890. 1,001
 Enumeration 1893. 141
 Registration 1893. 157
 Average attendance 1893. 79
 Number of districts. 8
 Number of Schools. 8
 Departments. 8
 Graded schools. 0



Population 1890. 3,868
 Enumeration 1893. 828
 Registration 1893. 766
 Average attendance 1893. 425
 Number of districts. 14
 Number of Schools. 14
 Departments. 19
 Graded schools. 4

SCALE, 1 1/2 MILES TO AN INCH.

Population 1890.	10,131
Enumeration 1893.	2,160
Registration 1893.	1,495
Average attendance 1893	870
Number of districts.	20
Number of Schools.	19
Departments.	32
Graded schools.	6



SCALE, $1\frac{1}{2}$ MILES TO AN INCH.

18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842. 843. 844. 845. 846. 847. 848. 849. 850. 851. 852. 853. 854. 855. 856. 857. 858. 859. 860. 861. 862. 863. 864. 865. 866. 867. 868. 869. 870. 871. 872. 873. 874. 875. 876. 877. 878. 879. 880. 881. 882. 883. 884. 885. 886. 887. 888. 889. 890. 891. 892. 893. 894. 895. 896. 897. 898. 899. 900. 901. 902. 903. 904. 905. 906. 907. 908. 909. 910. 911. 912. 913. 914. 915. 916. 917. 918. 919. 920. 921. 922. 923. 924. 925. 926. 927. 928. 929. 930. 931. 932. 933. 934. 935. 936. 937. 938. 939. 940. 941. 942. 943. 944. 945. 946. 947. 948. 949. 950. 951. 952. 953. 954. 955. 956. 957. 958. 959. 960. 961. 962. 963. 964. 965. 966. 967. 968. 969. 970. 971. 972. 973. 974. 975. 976. 977. 978. 979. 980. 981. 982. 983. 984. 985. 986. 987. 988. 989. 990. 991. 992. 993. 994. 995. 996. 997. 998. 999. 1000.



Population 1890. 4,006
 Enumeration 1893. 1,003
 Registration 1893. 897
 Average attendance 1893. 593
 Number of districts. 12
 Number of Schools. 11
 Departments. 21
 Graded schools. 1

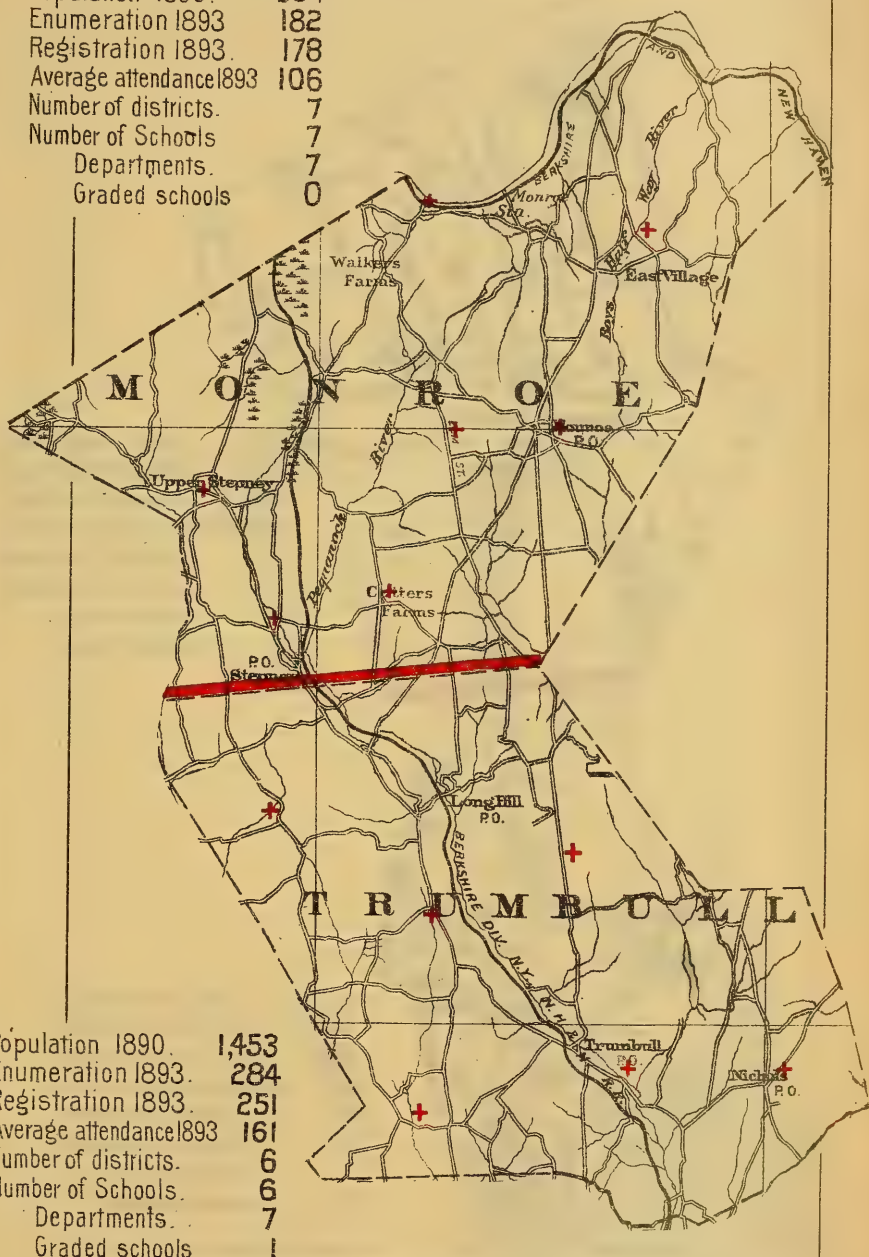


Population 1890. 2,608
 Enumeration 1893. 572
 Registration 1893. 449
 Average attendance 1893. 268
 Number of districts. 3
 Number of Schools. 3
 Departments. 10
 Graded schools. 1



1. The map shows the boundaries of the county of ...
2. The map shows the boundaries of the county of ...
3. The map shows the boundaries of the county of ...
4. The map shows the boundaries of the county of ...
5. The map shows the boundaries of the county of ...
6. The map shows the boundaries of the county of ...
7. The map shows the boundaries of the county of ...
8. The map shows the boundaries of the county of ...
9. The map shows the boundaries of the county of ...
10. The map shows the boundaries of the county of ...

| | |
|-------------------------|-----|
| Population 1890. | 994 |
| Enumeration 1893 | 182 |
| Registration 1893. | 178 |
| Average attendance 1893 | 106 |
| Number of districts. | 7 |
| Number of Schools | 7 |
| Departments. | 7 |
| Graded schools | 0 |



SCALE, 1 1/2 MILES TO AN INCH.

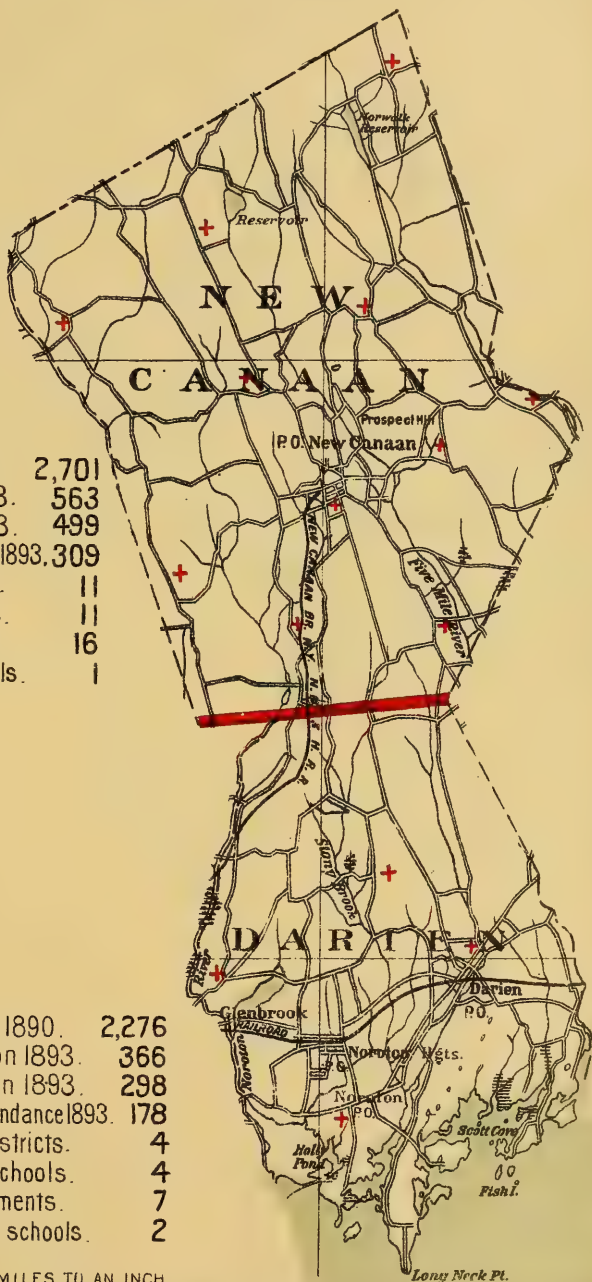
FROM MAP OF CONN. COPYRIGHT 1893 BY GEO H WALKER & CO. BOSTON.



| | |
|--------------------------|-------|
| Population 1890. | 2,701 |
| Enumeration 1893. | 563 |
| Registration 1893. | 499 |
| Average attendance 1893. | 309 |
| Number of districts. | 11 |
| Number of Schools. | 11 |
| Departments. | 16 |
| Graded schools. | 1 |

| | |
|--------------------------|-------|
| Population 1890. | 2,276 |
| Enumeration 1893. | 366 |
| Registration 1893. | 298 |
| Average attendance 1893. | 178 |
| Number of districts. | 4 |
| Number of Schools. | 4 |
| Departments. | 7 |
| Graded schools. | 2 |

SCALE, 1 1/2 MILES TO AN INCH.

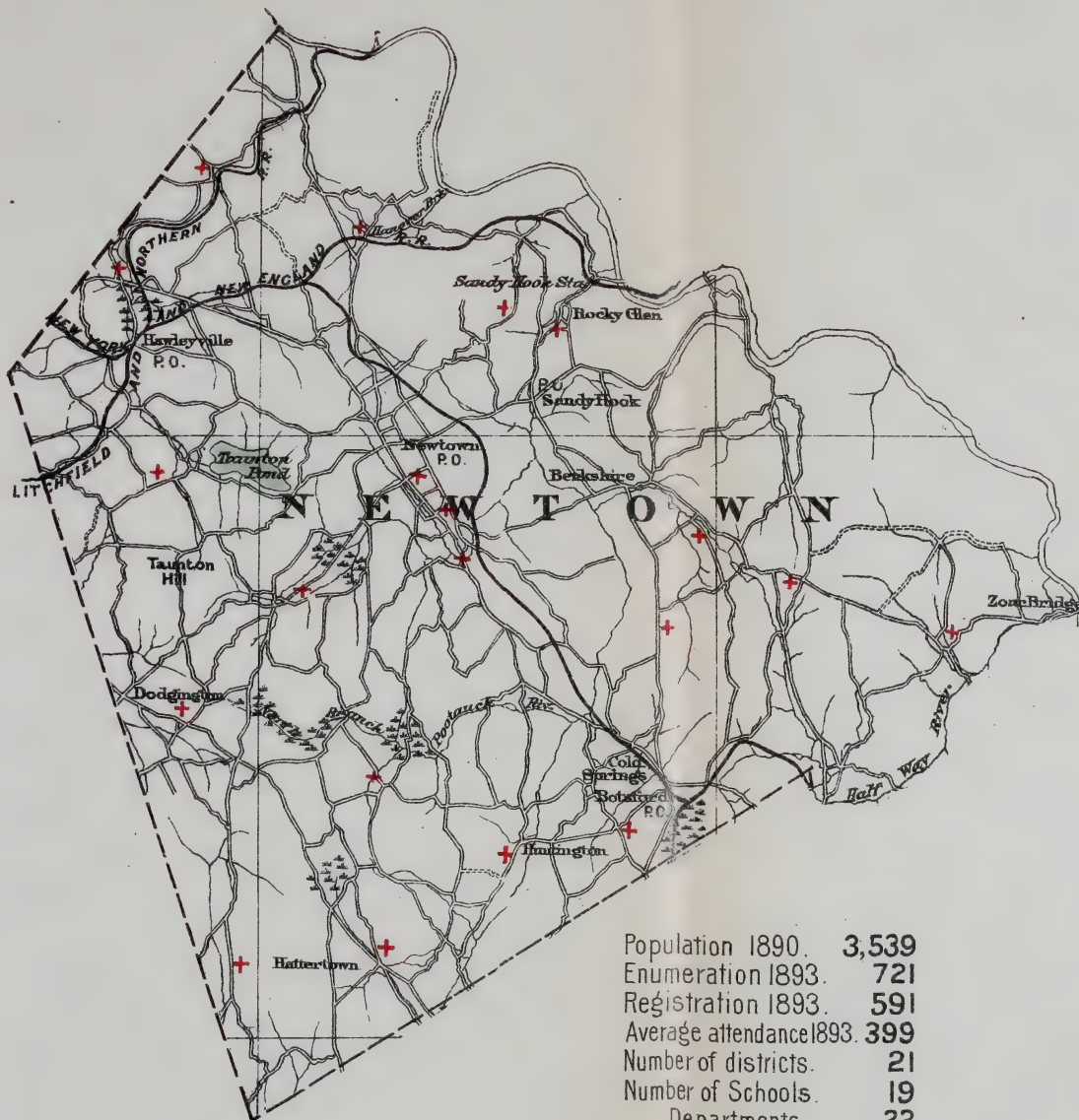




1. Sandstone
2. Limestone
3. Shale
4. Clay
5. Gravel
6. Sand
7. Silt
8. Mud
9. Peat
10. Coal



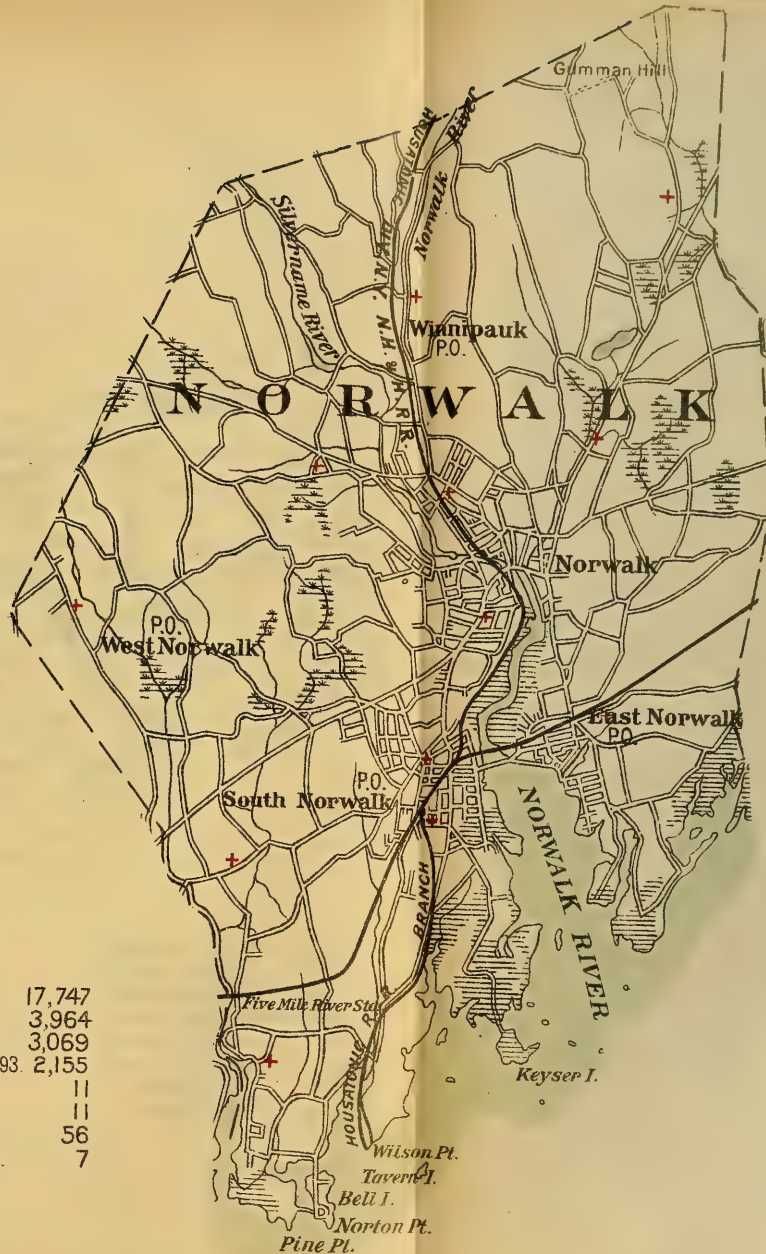
1. Sandstone
2. Limestone
3. Shale
4. Clay
5. Gravel
6. Sand
7. Silt
8. Mud
9. Peat
10. Coal



| | |
|--------------------------|-------|
| Population 1890. | 3,539 |
| Enumeration 1893. | 721 |
| Registration 1893. | 591 |
| Average attendance 1893. | 399 |
| Number of districts. | 21 |
| Number of Schools. | 19 |
| Departments. | 22 |
| Graded schools. | 2 |

SCALE, 12 MILES TO AN INCH.

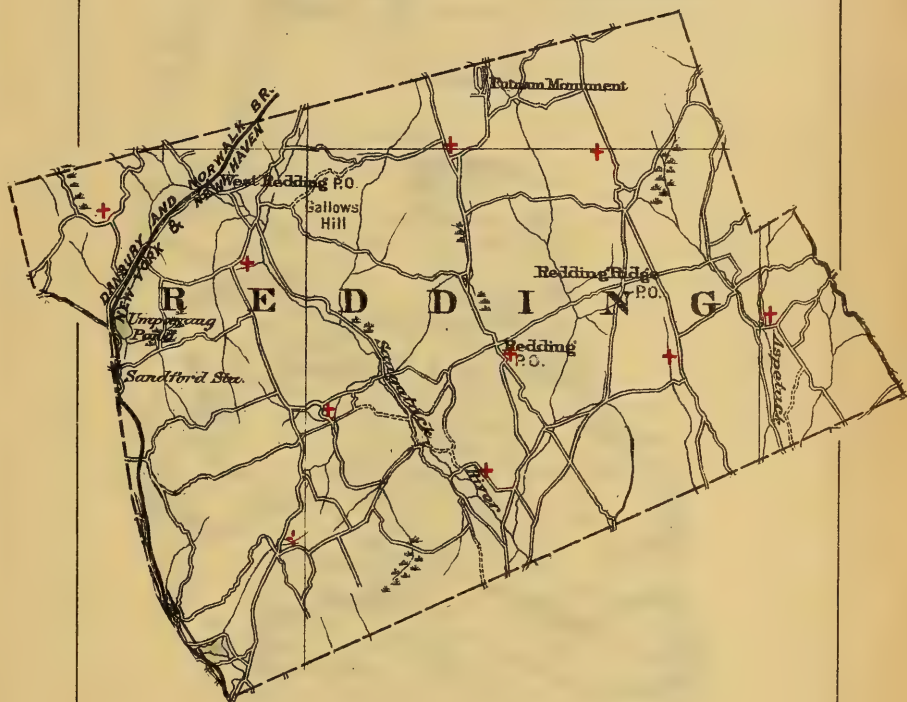




| | |
|-------------------------|--------|
| Population 1890. | 17,747 |
| Enumeration 1893. | 3,964 |
| Registration 1893. | 3,069 |
| Average attendance 1893 | 2,155 |
| Number of districts. | 11 |
| Number of Schools. | 11 |
| Departments. | 56 |
| Graded schools. | 7 |



THE
LIBRARY
OF THE
MUSEUM
OF
COMPARATIVE ZOOLOGY
AT
HARVARD UNIVERSITY
CAMBRIDGE, MASS.



| | |
|-------------------------|-------|
| Population 1890. | 1,546 |
| Enumeration 1893. | 300 |
| Registration 1893. | 218 |
| Average attendance 1893 | 108 |
| Number of districts. | 10 |
| Number of Schools. | 8 |
| Departments. | 8 |
| Graded schools. | 0 |

SCALE, $1\frac{1}{2}$ MILES TO AN INCH.



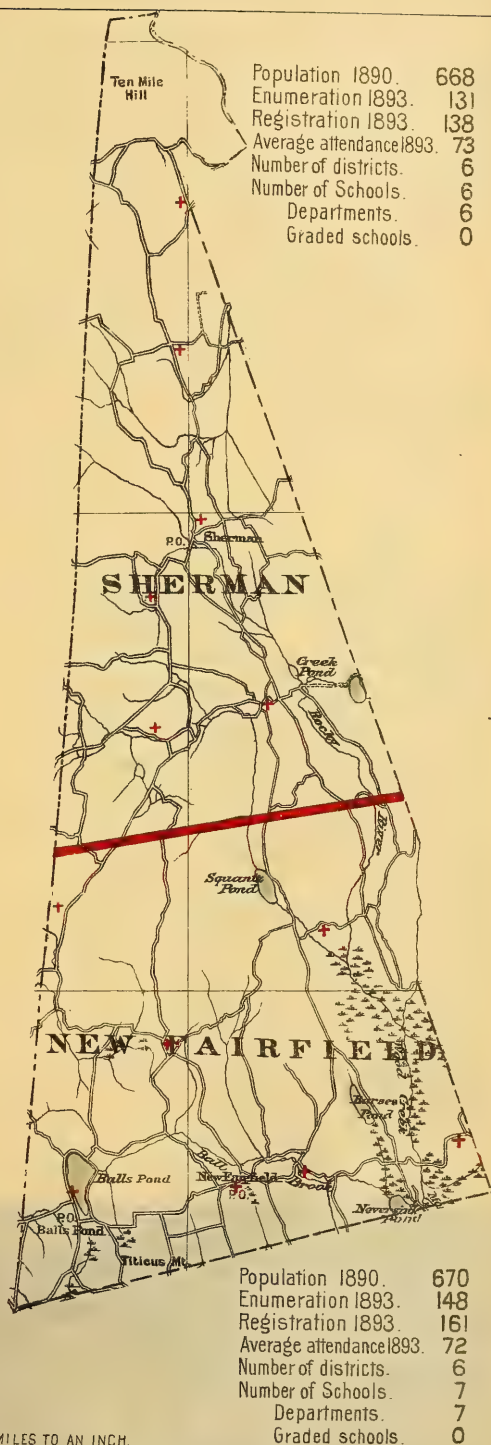
| | |
|-------------------------|-------|
| Population 1890. | 2,235 |
| Enumeration 1893. | 429 |
| Registration 1893. | 458 |
| Average attendance 1893 | 259 |
| Number of districts. | 14 |
| Number of Schools. | 13 |
| Departments. | 15 |
| Graded Schools | 1 |



SCALE, 1 1/2 MILES TO AN INCH.

The following is a list of the
 names of the persons who
 have been elected to the
 office of the
 President of the
 United States



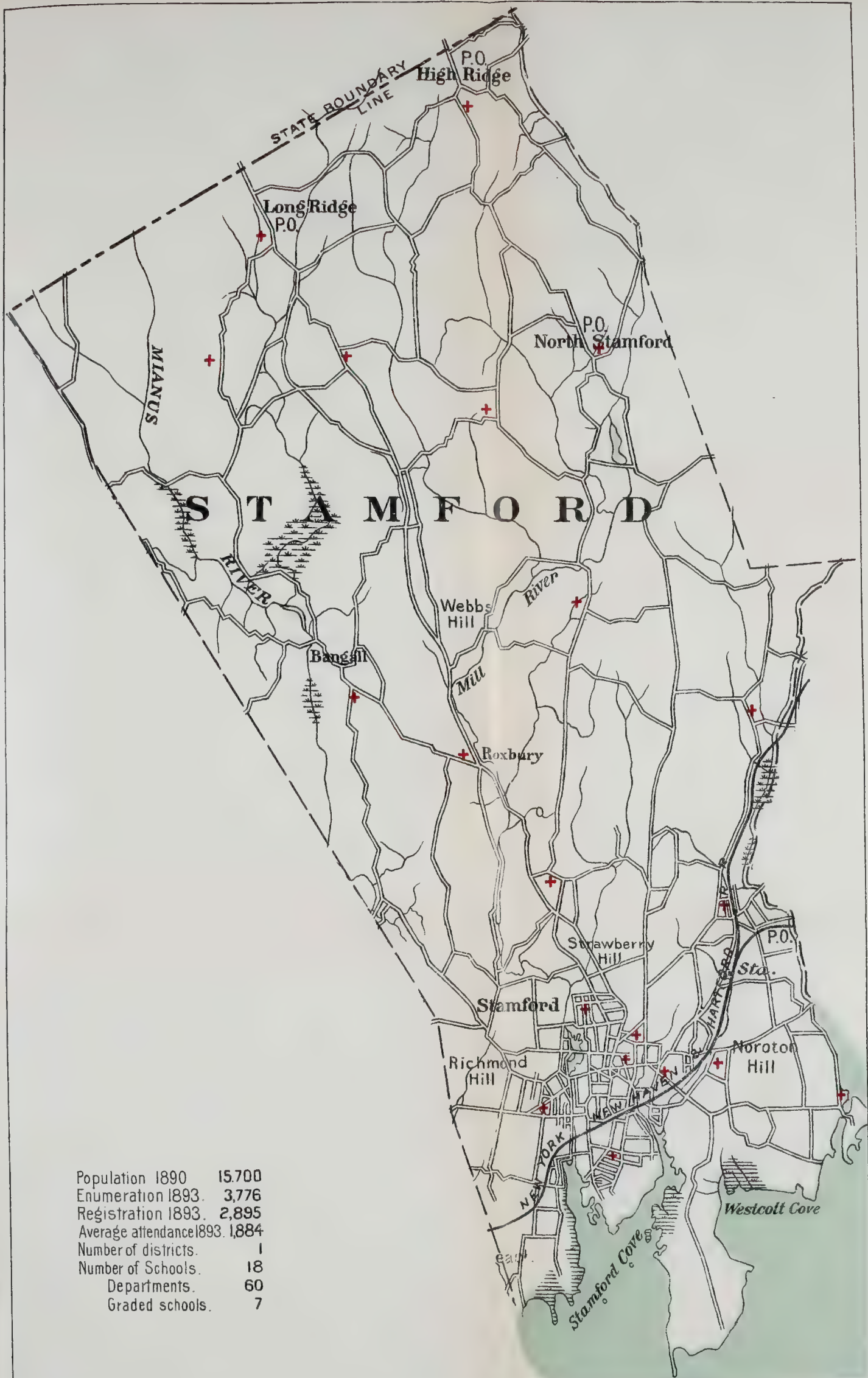


1871

1. The first part of the map shows the general outline of the country, with the principal rivers and lakes. The second part shows the details of the coast, with the names of the principal towns and ports. The third part shows the details of the interior, with the names of the principal towns and villages. The fourth part shows the details of the mountains, with the names of the principal peaks and ranges. The fifth part shows the details of the forests, with the names of the principal woods and parks. The sixth part shows the details of the agriculture, with the names of the principal crops and products. The seventh part shows the details of the industry, with the names of the principal factories and mines. The eighth part shows the details of the commerce, with the names of the principal trade routes and markets. The ninth part shows the details of the population, with the names of the principal cities and towns. The tenth part shows the details of the government, with the names of the principal departments and offices. The eleventh part shows the details of the religion, with the names of the principal churches and monasteries. The twelfth part shows the details of the education, with the names of the principal schools and universities. The thirteenth part shows the details of the military, with the names of the principal forts and barracks. The fourteenth part shows the details of the navy, with the names of the principal ships and fleets. The fifteenth part shows the details of the air force, with the names of the principal aircraft and squadrons. The sixteenth part shows the details of the space program, with the names of the principal rockets and satellites. The seventeenth part shows the details of the environment, with the names of the principal natural resources and reserves. The eighteenth part shows the details of the culture, with the names of the principal arts and sciences. The nineteenth part shows the details of the history, with the names of the principal events and figures. The twentieth part shows the details of the future, with the names of the principal hopes and dreams.

W. A. 1871-2000

W. A. 1871-2000





| | |
|--------------------------|-----|
| Population 1890. | 772 |
| Enumeration 1893. | 160 |
| Registration 1893. | 131 |
| Average attendance 1893. | 75 |
| Number of districts. | 5 |
| Number of Schools. | 5 |
| Departments. | 5 |
| Graded schools. | 0 |



| | |
|--------------------------|-------|
| Population 1890. | 3,715 |
| Enumeration 1893. | 803 |
| Registration 1893. | 597 |
| Average attendance 1893. | 331 |
| Number of districts. | 10 |
| Number of Schools. | 10 |
| Departments. | 13 |
| Graded schools. | 3 |

SCALE, 1 1/2 MILES TO AN INCH. Seymour Pt.



1. The first section
 2. The second section
 3. The third section
 4. The fourth section
 5. The fifth section
 6. The sixth section
 7. The seventh section
 8. The eighth section
 9. The ninth section
 10. The tenth section
 11. The eleventh section
 12. The twelfth section
 13. The thirteenth section
 14. The fourteenth section
 15. The fifteenth section
 16. The sixteenth section
 17. The seventeenth section
 18. The eighteenth section
 19. The nineteenth section
 20. The twentieth section
 21. The twenty-first section
 22. The twenty-second section
 23. The twenty-third section
 24. The twenty-fourth section
 25. The twenty-fifth section
 26. The twenty-sixth section
 27. The twenty-seventh section
 28. The twenty-eighth section
 29. The twenty-ninth section
 30. The thirtieth section
 31. The thirty-first section
 32. The thirty-second section
 33. The thirty-third section
 34. The thirty-fourth section
 35. The thirty-fifth section
 36. The thirty-sixth section
 37. The thirty-seventh section
 38. The thirty-eighth section
 39. The thirty-ninth section
 40. The fortieth section
 41. The forty-first section
 42. The forty-second section
 43. The forty-third section
 44. The forty-fourth section
 45. The forty-fifth section
 46. The forty-sixth section
 47. The forty-seventh section
 48. The forty-eighth section
 49. The forty-ninth section
 50. The fiftieth section
 51. The fifty-first section
 52. The fifty-second section
 53. The fifty-third section
 54. The fifty-fourth section
 55. The fifty-fifth section
 56. The fifty-sixth section
 57. The fifty-seventh section
 58. The fifty-eighth section
 59. The fifty-ninth section
 60. The sixtieth section
 61. The sixty-first section
 62. The sixty-second section
 63. The sixty-third section
 64. The sixty-fourth section
 65. The sixty-fifth section
 66. The sixty-sixth section
 67. The sixty-seventh section
 68. The sixty-eighth section
 69. The sixty-ninth section
 70. The seventieth section
 71. The seventy-first section
 72. The seventy-second section
 73. The seventy-third section
 74. The seventy-fourth section
 75. The seventy-fifth section
 76. The seventy-sixth section
 77. The seventy-seventh section
 78. The seventy-eighth section
 79. The seventy-ninth section
 80. The eightieth section
 81. The eighty-first section
 82. The eighty-second section
 83. The eighty-third section
 84. The eighty-fourth section
 85. The eighty-fifth section
 86. The eighty-sixth section
 87. The eighty-seventh section
 88. The eighty-eighth section
 89. The eighty-ninth section
 90. The ninetieth section
 91. The ninety-first section
 92. The ninety-second section
 93. The ninety-third section
 94. The ninety-fourth section
 95. The ninety-fifth section
 96. The ninety-sixth section
 97. The ninety-seventh section
 98. The ninety-eighth section
 99. The ninety-ninth section
 100. The hundredth section

STATISTICS FOR THE SCHOOL YEAR
ENDING JULY 14, 1893.

STATISTICAL TABLES.

The following tables are compiled from the returns which the law requires School Visitors to make to the Board of Education.

By way of explanation it may be said:—

1. The Grand List of each town is taken from the Comptroller's report to the General Assembly, January, 1893.

2. The per cent. of taxable property appropriated for public schools is based upon the total amount received for school purposes diminished by the amounts received from school fund, etc., town deposit fund, and local funds.

3. The amount paid for each enumerated scholar is found by dividing the total amount expended, less amount paid for new buildings, by number enumerated.

4. As has been the custom for a number of years past, the number "registered in Winter" is found by combining the number returned for Fall *and* Winter terms, taking the highest number found in either.

5. The "average attendance in Winter" is found in the same manner.

6. The number between 8 and 14 in no school indicates the number which escaped the operation of the compulsory law in the year ending October 1, 1892.

7. The "per cent. who have attended some part of the year" compares the "different scholars" with the "enumeration." The large per cents. attained by some small towns are explained by the attendance of scholars not enumerated.

8. *Regularity of attendance* and efficiency in this direction are indicated by the "per cent. of attendance on basis of registration."

9. The "per cent. of attendance on basis of enumeration" is found by dividing the average attendance for the year by the enumeration.

10. The number who "attended Normal School" is not complete.

11. By "schools" is intended the number of public schools in each town; and

12. By "departments" the number of departments in the public schools, counting each room of a graded school as one department.

13. The Public Libraries mentioned are not all free libraries.

14. The indebtedness incurred on account of schools is probably much larger than the amount reported. In towns where the districts have been consolidated and in some other towns it is made a part of the general indebtedness of the town and is not separately reported to this office.

15. Interest upon school district indebtedness, and expenditures of money for rent of school buildings, are included in the sums used in computing the cost per scholar upon basis of enumeration and also upon basis of average attendance.

STATISTICAL TABLES.

RECEIPTS.

HARTFORD COUNTY.

RECEIPTS.

| TOWNS. | | Grand List. | | RECEIPTS. | | | | | Districts Taxing. |
|---------------------|--------------|-------------------|---------------|--------------|--------------|---------------|--------------------|----------------|-------------------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | Total. |
| Hartford,..... | \$47,912.50 | \$24,162.75 | \$1,408.88 | \$..... | \$79,105.00 | \$121,435.79 | \$135.00 | \$12,464.16 | \$238,801.58 |
| Avon,..... | 457,572 | 519.75 | ..... | ..... | 1,625.17 | ..... | 15.50 | ..... | 2,160.42 |
| Berlin,..... | 1,070,921 | 1,183.50 | 168.50 | 500.00 | 3,013.00 | 224.35 | 5.00 | 152.91 | 5,247.26 |
| Bloomfield,..... | 710,024 | 524.25 | 437.82 | ..... | 1,344.23 | ..... | 10.53 | 61.60 | 2,378.43 |
| Bristol,..... | 3,738,480 | 3,912.75 | 217.00 | 88.80 | 23,845.49 | 4,203.27 | ..... | 129.40 | 32,395.71 |
| Burlington,..... | 364,723 | 668.25 | 198.85 | 77.80 | 1,370.14 | ..... | ..... | ..... | 2,315.04 |
| Canterbury,..... | 1,227,160 | 1,305.00 | 147.62 | ..... | 3,603.88 | 3,460.43 | 20.00 | 715.75 | 9,342.68 |
| East Granby,..... | 477,862 | 279.00 | 104.19 | ..... | 863.87 | ..... | 6.00 | ..... | 1,243.06 |
| East Hartford,..... | 2,572,946 | 2,697.75 | 287.00 | ..... | 6,556.12 | 5,314.15 | ..... | 559.99 | 15,315.01 |
| East Windsor,..... | 1,703,236 | 1,640.25 | 271.31 | 44.29 | 4,070.30 | 2,837.44 | ..... | 308.69 | 8,869.39 |
| Enfield,..... | 2,701,719 | 3,703.50 | 274.23 | 20.00 | 9,325.22 | 5,369.40 | ..... | 102.25 | 19,001.10 |
| Farmington,..... | 1,553,296 | 1,572.75 | 244.12 | 483.00 | 6,639.56 | 812.72 | ..... | 100.00 | 9,854.40 |
| Glastonbury,..... | 1,053,929 | 1,570.50 | 166.65 | 28.35 | 5,113.30 | 200.00 | 10.00 | ..... | 7,124.50 |
| Granby,..... | 398,754 | 549.00 | 296.12 | ..... | 1,504.40 | ..... | 27.00 | ..... | 2,376.22 |
| Hartland,..... | 200,230 | 213.75 | ..... | ..... | 1,018.59 | ..... | ..... | ..... | 1,232.34 |
| Manchester,..... | 3,569,206 | 4,392.00 | 175.00 | ..... | 14,020.45 | 880.74 | 50,175.00 | 483.89 | 70,127.08 |
| Marlborough,..... | 131,837 | 274.50 | 95.18 | 66.00 | 381.32 | ..... | ..... | ..... | 817.00 |
| New Britain,..... | 8,257,090 | 9,945.00 | 369.38 | ..... | 27,601.39 | ..... | ..... | 1,114.16 | 39,029.73 |
| Newington,..... | 513,414 | 459.00 | 79.96 | ..... | 971.32 | ..... | ..... | ..... | 1,561.28 |
| Plainville,..... | 677,757 | 825.75 | ..... | ..... | 4,329.77 | ..... | ..... | 317.73 | 5,467.25 |
| Rocky Hill,..... | 359,437 | 432.00 | 177.19 | ..... | 774.53 | ..... | ..... | 30.75 | 1,414.47 |
| Simsbury,..... | 1,107,234 | 895.50 | 238.75 | 40.52 | 2,859.49 | ..... | 20.00 | ..... | 4,034.26 |
| Southington,..... | 2,196,216 | 2,603.50 | 238.55 | 601.00 | 11,033.75 | ..... | ..... | 1,261.47 | 16,640.27 |
| South Windsor,..... | 1,066,007 | 789.75 | 252.25 | ..... | 3,623.90 | ..... | ..... | 715.60 | 5,331.50 |
| Sufield,..... | 1,374,750 | 1,374.75 | 437.69 | ..... | 5,230.30 | 7,582.21 | ..... | 576.83 | 15,201.78 |
| West Hartford,..... | 2,636,727 | 981.00 | 99.60 | 25.50 | 6,734.58 | ..... | ..... | 74.40 | 7,015.08 |
| Wethersfield,..... | 1,300,945 | 830.25 | 107.31 | 857.56 | 1,748.22 | 2,714.82 | 10.00 | 97.99 | 6,366.15 |
| Windsor,..... | 1,350,619 | 1,343.25 | 199.99 | ..... | 5,715.95 | 2,402.15 | 15.58 | 130.00 | 9,806.92 |
| Windsor Locks,..... | 1,612,404 | 1,543.50 | ..... | ..... | 2,673.66 | ..... | ..... | ..... | 4,217.16 |
| 20 TOWNS. | \$92,133,946 | \$71,185.50 | \$6,693.14 | \$2,832.82 | \$237,778.10 | \$157,337.33 | \$30,449.61 | \$19,301.57 | \$545,578.07 |
| | | | | | | | | | 33 |

HARTFORD COUNTY.

EXPENSES.

5

| TOWNS. | EXPENSES. | | | | | | | Paid for each child in average attendance. |
|---------------------|------------------|-------------|-------------|--------------------------|----------------|----------------|--------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | |
| Hartford,..... | \$150,217 28 | \$16,227 72 | \$6,354 10 | \$3,136 97 | \$26,272 00 | \$43,604 00 | \$245,812 07 | \$596,988 83 |
| Avon,..... | 1,926 41 | 163 51 | 5 80 | ..... | ..... | 55 00 | 2,150 72 | 1 65 |
| Berlin,..... | 4,172 30 | 624 59 | 244 22 | ..... | ..... | 147 65 | 5,193 51 | 3 58 |
| Bloomfield,..... | 2,060 00 | 212 73 | 25 85 | 4 75 | ..... | 50 00 | 2,349 28 | 3 17 |
| Bristol,..... | 21,807 84 | 1,831 19 | 1,932 57 | 1,062 47 | 1,564 13 | 5,716 11 | 33,974 91 | 1 99 |
| Burlington,..... | 2,106 65 | 130 89 | ..... | ..... | ..... | 77 50 | 2,315 04 | 7 53 |
| Canton,..... | 6,647 80 | 858 08 | 691 83 | 40 00 | ..... | 479 42 | 8,717 13 | 3 75 |
| East Granby,..... | 1,103 73 | 102 33 | 13 27 | ..... | ..... | 37 00 | 1,256 33 | 6 42 |
| East Hartford,..... | 7,884 85 | 1,473 60 | 2,340 70 | 38 73 | ..... | 844 44 | 12,882 32 | 1 79 |
| East Windsor,..... | 5,611 98 | 624 73 | 437 99 | ..... | ..... | 410 00 | 7,084 70 | 2 54 |
| Enfield,..... | 13,354 23 | 2,630 22 | 2,724 84 | 269 12 | ..... | 889 33 | 19,867 74 | 3 69 |
| Farmington,..... | 7,005 98 | 1,541 32 | 546 84 | 124 72 | ..... | 510 23 | 10,664 62 | 5 55 |
| Glastonbury,..... | 6,207 96 | 102 63 | 579 35 | 50 00 | ..... | 187 50 | 7,971 65 | 4 86 |
| Granby,..... | 2,120 11 | 69 74 | ..... | ..... | ..... | 76 13 | 2,438 87 | 5 08 |
| Hartland,..... | 1,105 00 | ..... | ..... | ..... | ..... | 57 60 | 1,232 34 | 3 83 |
| Manchester,..... | 14,316 34 | 3,935 83 | 594 60 | 248 29 | 50,000 00 | 1,083 50 | 70,888 56 | 5 08 |
| Marlborough,..... | 741 00 | 52 50 | 4 70 | ..... | ..... | 30 25 | 828 45 | 18 16 |
| New Britain,..... | 27,939 45 | 2,111 40 | 1,933 45 | 296 84 | ..... | 6,748 59 | 39,029 73 | 2 89 |
| Newington,..... | 1,292 00 | 172 05 | 4 60 | ..... | ..... | 30 00 | 1,498 65 | 3 47 |
| Plainville,..... | 3,925 00 | 350 00 | 300 00 | ..... | ..... | 862 25 | 5,467 25 | 1 89 |
| Rocky Hill,..... | 1,228 00 | 135 76 | 16 96 | 4 75 | ..... | 30 00 | 1,415 47 | 6 84 |
| Simsbury,..... | 3,718 43 | 293 83 | ..... | 20 00 | ..... | 30 00 | 4,062 26 | 2 24 |
| Southington,..... | 13,665 58 | 1,752 83 | 951 48 | 30 53 | ..... | 1,264 80 | 17,665 22 | 2 58 |
| South Windsor,..... | 4,202 47 | 366 43 | 340 17 | 55 00 | ..... | 98 23 | 5,062 30 | 6 00 |
| Suffield,..... | 5,711 45 | 929 25 | 408 27 | 25 00 | ..... | 772 75 | 7,846 72 | 4 07 |
| West Hartford,..... | 5,709 34 | 380 39 | 204 57 | 105 00 | ..... | 2,411 38 | 7,915 68 | 7 39 |
| Wethersfield,..... | 3,058 30 | 490 05 | 2,089 90 | 15 00 | ..... | 1,335 80 | 5,865 05 | 2 58 |
| Windsor,..... | 6,466 46 | 753 06 | 97 50 | 101 82 | ..... | 782 71 | 8,201 55 | 3 51 |
| Windsor Locks,..... | 2,995 10 | 1,222 06 | ..... | ..... | ..... | ..... | 4,217 16 | 1 65 |
| 29 TOWNS. | \$329,182 74 | \$40,145 56 | \$23,429 09 | \$5,028 99 | \$77,836 13 | \$66,552 77 | \$542,775 28 | \$5,308 53 |
| | | | | | | | | \$14 69 |
| | | | | | | | | 2 58 |
| | | | | | | | | 5 04 |
| | | | | | | | | \$655,245 26 |
| | | | | | | | | 26 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

NEW HAVEN COUNTY.

| TOWNS. | Grand List. | RECEIPTS. | | | | | | | Districts Taxing. |
|-----------------------|---------------|-------------------|---------------|--------------|--------------|---------------|--------------------|----------------|-------------------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | Total. |
| New Haven City, ..... | ..... | \$42,804 00 | \$1,270 64 | \$405 21 | \$63,426 27 | \$78,367 53 | ..... | \$20,052 29 | \$215,475 94 |
| " Westville, ..... | ..... | 927 00 | 27 43 | ..... | 1,036 55 | 10,128 70 | ..... | 254 59 | 12,377 36 |
| " South, ..... | ..... | 175 50 | 5 21 | ..... | 155 35 | 141 16 | ..... | ..... | 477 22 |
| " complete, ..... | ..... | 43,996 50 | \$1,393 28 | \$405 21 | 64,621 17 | 88,637 48 | ..... | 29,306 88 | 228,330 52 |
| Ansonia, | \$51,095,320 | 5,375 25 | ..... | ..... | 23,472 08 | ..... | ..... | ..... | 28,847 33 |
| Bacon Falls, | 3,954,710 | 248 00 | 94 02 | ..... | 722 30 | ..... | ..... | ..... | 1,059 38 |
| Bethany, | 278,594 | 218 25 | 1209 12 | ..... | 12,775 00 | ..... | \$40 21 | ..... | 1,543 96 |
| Brantford, | 1,736,191 | 2,074 50 | 159 23 | 36 00 | 12,775 00 | ..... | ..... | ..... | 15,044 73 |
| Cheshire, | 1,603,081 | 805 50 | 28 00 | ..... | 3,012 64 | ..... | 27 25 | 53 12 | 3,626 51 |
| Derby, | 1,889,701 | 3,390 75 | ..... | ..... | 5,050 75 | 5,362 04 | 95 00 | 3,202 10 | 17,760 64 |
| East Haven, | 618,993 | 338 50 | 50 57 | ..... | 814 12 | ..... | ..... | ..... | 1,193 19 |
| Guilford, | 1,234,277 | 1,095 75 | ..... | 945 00 | 3,915 64 | ..... | ..... | ..... | 5,056 39 |
| Hamden, | 1,051,432 | 1,998 00 | ..... | ..... | 3,427 00 | 700 00 | ..... | ..... | 6,125 00 |
| Madison, | 692,470 | 513 00 | 281 27 | ..... | 2,815 08 | ..... | ..... | ..... | 3,469 35 |
| Meriden, | 12,196,152 | 13,812 75 | 251 17 | ..... | 50,034 83 | 27,749 31 | 9,032 97 | 2,724 74 | 103,465 77 |
| Middlebury, | 254,724 | 285 75 | 136 00 | ..... | 763 25 | ..... | ..... | ..... | 1,175 00 |
| Milford, | 1,298,997 | 1,665 00 | ..... | ..... | 4,433 68 | ..... | ..... | 60 00 | 6,167 14 |
| Naugatuck, | 2,328,082 | 3,219 75 | 21 90 | ..... | 11,888 15 | ..... | ..... | ..... | 15,129 80 |
| North Branford, | 463,034 | 308 25 | 84 14 | 19 76 | 1,402 74 | 34 00 | ..... | 5 00 | 1,043 89 |
| North Haven, | 786,264 | 807 75 | 197 53 | 37 50 | 2,727 32 | ..... | ..... | 230 15 | 4,000 25 |
| Orange, | 2,605,802 | 4,421 00 | 38 43 | ..... | 9,613 58 | 212 53 | 63 50 | 40 00 | 12,389 04 |
| Oxford, | 320,862 | 483 75 | 235 34 | 22 93 | 1,109 82 | 236 00 | ..... | 26 70 | 2,104 54 |
| Prospect, | 154,475 | 1,800 00 | 98 83 | ..... | 658 49 | ..... | ..... | ..... | 8,973 32 |
| Seymour, | 1,288,775 | 1,800 00 | 109 00 | ..... | 6,860 61 | ..... | ..... | 40 00 | 8,908 61 |
| Southbury, | 577,663 | 459 00 | ..... | ..... | 1,664 36 | ..... | 1 00 | ..... | 2,124 36 |
| Wallingford, | 2,052,944 | 3,471 75 | 372 61 | ..... | 8,739 88 | 10,250 00 | 10 00 | 338 76 | 23,183 60 |
| Watertown, ..... | ..... | 1,892 25 | 137 40 | 46 86 | 3,561 55 | 680 47 | 147 66 | 110 14 | 6,570 27 |
| " Center, ..... | ..... | 19,944 00 | ..... | ..... | ..... | 93,588 33 | 28 00 | 1,499 34 | 115,050 67 |
| " complete, ..... | ..... | 21,836 25 | 137 40 | 46 86 | 3,561 55 | 94,268 80 | 175 66 | 1,600 48 | 121,620 94 |
| Wolcott, | 10,456,822 | 344 00 | 122 11 | 504 50 | 186 91 | ..... | ..... | ..... | 1,140 52 |
| Woodbridge, | 220,616 | 386 25 | 125 45 | 9 45 | 1,524 50 | ..... | 30 00 | 30 00 | 2,100 05 |
| ..... | 495,405 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 26 Towns. | \$100,484,085 | \$111,683 25 | \$3,911 06 | \$5,081 15 | \$227,518 03 | \$227,450 16 | \$9,475 59 | \$37,717 33 | \$619,837 17 |

NEW HAVEN COUNTY.

EXPENSES.

7

| TOWNS. | EXPENSES. | | | | | | District Indebtedness. | Per cent. etc.* | Paid for each child enumerated. | Paid for each child in average attendance. |
|----------------------|------------------|-------------|-------------|------------------------|----------------|----------------|------------------------|-----------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries & Apparatus. | New Buildings. | Other Objects. | | | | |
| New Haven City,... | \$221,123 18 | \$34,102 03 | \$9,638 64 | \$1,316 71 | \$36,404 17 | \$52,079 10 | \$334,663 83 | .... | \$16 69 | \$29 38 |
| " Westville, | 4,643 75 | 104 65 | 418 25 | 111 09 | ..... | 6,354 80 | 11,722 54 | .... | 28 45 | 48 54 |
| " South,... | 300 00 | 108 38 | 41 52 | ..... | ..... | ..... | 509 90 | .... | 6 53 | 18 88 |
| complete, | 226,126 93 | 34,495 06 | 10,098 41 | 1,427 80 | 36,494 17 | 58,433 00 | 366,896 27 | 3.51 | 16 90 | 29 77 |
| Ansonia,..... | 21,989 00 | 2,683 15 | 1,322 69 | 154 50 | ..... | 2,697 99 | 28,847 33 | 7.68 | 12 07 | 19 33 |
| Beacon Falls,..... | 789 89 | 167 86 | 45 13 | ..... | ..... | 56 50 | ..... | 3.11 | 9 80 | 19 08 |
| Bethany,..... | 1,330 41 | 130 28 | 40 21 | ..... | ..... | 33 00 | 1,543 90 | 4.48 | 15 91 | 25 51 |
| Branford,..... | 6,358 75 | 1,050 25 | 618 89 | 331 91 | 5,550 24 | 784 43 | 14,950 47 | 7.35 | 15 91 | 17 79 |
| Cheshire,..... | 3,404 78 | 269 36 | 20 20 | ..... | ..... | 106 00 | 3,800 34 | 3.00 | 10 86 | 25 18 |
| Derby,..... | 10,025 00 | 1,113 64 | 529 66 | 89 97 | ..... | 1,925 52 | 13,683 79 | 7.60 | 9 08 | 24 87 |
| East Haven,..... | 1,028 89 | 158 80 | ..... | ..... | ..... | 5 50 | ..... | 1.31 | 1 31 | 17 20 |
| Guilford,..... | 5,084 56 | 463 76 | 230 07 | 4 95 | ..... | 285 66 | 6,069 00 | 3.17 | 12 46 | 21 25 |
| Hamden,..... | 4,666 19 | 560 81 | ..... | 200 00 | 975 00 | 398 25 | 6,800 00 | 2.49 | 6 55 | 14 49 |
| Madison,..... | 3,115 29 | 308 06 | ..... | ..... | ..... | 99 25 | ..... | 4.06 | 15 84 | 24 40 |
| Meriden,..... | 55,270 15 | 5,370 56 | 3,024 08 | 580 00 | 16,837 51 | 22,177 13 | 103,259 43 | 7.34 | 14 10 | 28 49 |
| Middlebury,..... | 1,096 20 | 61 50 | ..... | ..... | ..... | 15 00 | ..... | 2.99 | 8 23 | 16 75 |
| Milford,..... | 4,983 16 | 806 74 | 317 24 | 60 00 | ..... | ..... | 1,172 70 | 3.45 | 9 23 | 16 87 |
| Naugatuck,..... | 13,807 60 | 1,372 00 | 588 33 | ..... | ..... | 3,596 33 | 19,364 26 | 5.10 | 13 53 | 20 63 |
| North Branford,..... | 1,705 24 | 166 65 | 39 00 | ..... | ..... | 33 00 | 28,042 00 | 5.10 | 10 08 | 19 86 |
| North Haven,..... | 3,202 00 | 361 57 | ..... | 82 00 | ..... | 264 68 | 4,000 25 | 3.76 | 3 46 | 11 14 |
| Orange,..... | 9,632 72 | 1,204 79 | 207 26 | 122 58 | ..... | 3,797 74 | 15,145 09 | 3.81 | 14 07 | 19 37 |
| Oxford,..... | 1,605 27 | 104 37 | 236 00 | ..... | ..... | 68 00 | 48,500 00 | 4.27 | 9 78 | 21 58 |
| Prospect,..... | 744 00 | 26 07 | ..... | ..... | ..... | 77 25 | 847 32 | 3.68 | 10 59 | 19 93 |
| Seymour,..... | 7,417 84 | 1,440 77 | ..... | 80 00 | ..... | ..... | 8,958 61 | 5.35 | 10 55 | 19 64 |
| Southbury,..... | 1,875 81 | 189 00 | ..... | ..... | ..... | 60 00 | 2,124 81 | 2.88 | 10 41 | 19 49 |
| Wallingford,..... | 16,319 42 | 1,457 65 | 704 05 | 168 58 | ..... | 4,987 21 | 23,636 91 | 7.28 | 15 31 | 24 36 |
| Waterbury,..... | 5,532 00 | 759 03 | 709 37 | 60 60 | ..... | 461 51 | 7,522 51 | ..... | 8 94 | 19 02 |
| " Centre,... | 65,467 76 | 9,844 20 | 19,640 66 | 550 00 | ..... | 29,429 77 | 124,932 39 | ..... | 14 09 | 33 31 |
| " complete, | 70,999 76 | 10,603 23 | 20,350 03 | 610 60 | ..... | 29,891 28 | 132,454 00 | 9.52 | 13 64 | 31 95 |
| Wolcott,..... | 1,054 00 | 86 52 | ..... | 60 00 | ..... | ..... | 1,140 52 | 0.86 | 7 92 | 16 89 |
| Woodbridge,..... | 1,843 45 | 141 54 | 43 06 | ..... | 6 00 | 36 00 | 2,100 05 | 3.19 | 12 42 | 25 07 |
| 26 Towns. | \$475,846 31 | \$64,859 99 | \$38,504 31 | \$4,022 89 | \$59,752 92 | \$129,930 27 | \$772,916 69 | 4.99 | \$14.36 | \$27 26 |

* Of taxable property appropriated for Public Schools, in mills and 100ths.

† Of taxable property appropriated for Public Schools by town tax, in mills and 100ths.

EXPENSES.

9

NEW LONDON COUNTY.

| TOWNS. | EXPENSES. | | | | | | Cost of Superintendence. | District Indebtedness. | Per cent. etc.* | Per cent. etc.† | Paid for each child in average attendance. | Paid for each child enumerated. |
|-----------------------|------------------|-------------|------------|--------------------------|----------------|----------------|--------------------------|------------------------|-----------------|-----------------|--|---------------------------------|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | |
| New London..... | \$24,233 75 | \$2,013 62 | \$1,863 91 | \$250 00 | \$38,428 67 | \$9,288 20 | \$76,078 15 | \$57,336 00 | 4.38 | 3.41 | \$14 06 | \$24 69 |
| Norwich Town..... | 2,275 00 | 644 00 | 150 00 | 30 00 | ..... | 446 00 | 3,551 00 | 8,000 00 | ..... | ..... | 13 71 | 24 23 |
| " Central..... | 19,029 25 | 4,031 89 | 1,947 68 | 768 12 | ..... | 1,659 90 | 28,336 84 | 25,000 00 | ..... | ..... | 18 47 | 32 81 |
| " West Chelsea..... | 7,664 20 | 1,264 68 | 1,329 09 | ..... | ..... | 2,319 99 | 12,576 99 | 6,500 00 | ..... | ..... | 13 64 | 23 16 |
| " other Districts, | 15,082 92 | 3,379 92 | 342 61 | 225 00 | ..... | 3,460 15 | 22,490 60 | 11,000 00 | ..... | ..... | 9 25 | 24 60 |
| " complete..... | 44,951 37 | 9,319 89 | 3,775 38 | 1,023 12 | ..... | 7,885 67 | 66,955 43 | 59,500 00 | 4.25 | 0.99 | 13 01 | 27 14 |
| Bozrah..... | 1,431 19 | 130 86 | ..... | ..... | ..... | 41 50 | 1,603 55 | 41 50 | 2.58 | 2.43 | 7 70 | 13 76 |
| Colchester..... | 5,502 27 | 518 22 | 16 00 | 60 00 | ..... | 359 30 | 6,455 99 | 77 00 | 4.95 | 4.27 | 9 84 | 16 81 |
| East Lyme..... | 3,004 94 | 220 30 | 153 43 | ..... | ..... | 150 00 | 3,528 67 | 255 00 | 3.41 | 3.41 | 9 11 | 14 82 |
| Franklin..... | 1,305 71 | 89 48 | ..... | ..... | ..... | 63 75 | 1,458 94 | 63 75 | 3.41 | 3.41 | 12 91 | 21 61 |
| Griswold..... | 5,615 77 | 834 11 | 105 80 | 50 00 | ..... | 527 81 | 7,133 49 | 134 00 | 3.90 | 3.44 | 10 29 | 19 87 |
| Groton..... | 9,398 75 | 786 02 | 891 34 | 60 00 | ..... | 925 21 | 12,061 32 | 186 15 | 4.42 | 4.02 | 11 15 | 18 04 |
| Lebanon..... | 3,249 54 | 217 75 | ..... | ..... | ..... | 101 00 | 3,568 29 | 101 00 | 2.62 | 2.62 | 11 36 | 19 55 |
| Ledyard..... | 1,757 68 | 113 26 | ..... | ..... | ..... | 67 00 | 1,937 94 | 67 00 | 2.18 | 2.18 | 7 09 | 12 74 |
| Lisbon..... | 926 87 | 70 19 | 17 36 | ..... | ..... | 16 00 | 1,030 42 | 16 00 | 3.00 | 2.91 | 9 90 | 23 15 |
| Lyme..... | 1,088 79 | 56 58 | 425 00 | ..... | ..... | 39 00 | 1,600 37 | 39 00 | 1.51 | 1.51 | 9 14 | 16 85 |
| Montville..... | 4,578 44 | 421 10 | 88 55 | 10 00 | ..... | 40 39 | 5,138 46 | 5 39 | 3.51 | 3.19 | 9 01 | 17 27 |
| North Stonington..... | 2,018 59 | 165 86 | ..... | ..... | ..... | 122 95 | 2,907 40 | 122 95 | 2.82 | 2.79 | 8 83 | 14 32 |
| Old Lyme..... | 1,661 00 | 86 00 | ..... | ..... | 26 00 | 51 00 | 1,824 00 | 30 00 | 2.18 | 2.13 | 8 48 | 17 12 |
| Preston..... | 4,565 05 | 357 17 | 307 70 | ..... | ..... | 109 50 | 5,339 42 | 79 50 | 4.46 | 4.23 | 8 40 | 14 35 |
| Salem..... | 725 66 | 38 06 | 24 00 | 10 00 | ..... | 22 00 | 819 72 | 22 00 | 2.36 | 2.18 | 8 28 | 15 32 |
| Sprague..... | 1,718 35 | 259 68 | ..... | ..... | ..... | 98 00 | 2,076 03 | 98 00 | 1.76 | 1.76 | 5 89 | 12 54 |
| Stonington..... | 12,172 75 | 1,858 55 | 1,286 50 | ..... | ..... | 2,474 95 | 17,857 45 | 345 53 | 4.69 | 3.76 | 11 95 | 23 54 |
| Voluntown..... | 1,844 22 | 437 91 | ..... | 64 70 | ..... | 42 00 | 2,024 43 | 42 00 | 5.13 | 5.13 | 7 33 | 13 81 |
| Waterford..... | 3,844 00 | 383 00 | ..... | ..... | ..... | 99 00 | 4,326 00 | 99 00 | 2.49 | 2.49 | 6 87 | 15 04 |
| 21 Towns. | \$136,194 60 | \$18,977 61 | \$8,954 97 | \$1,527 82 | \$38,454 67 | \$22,524 43 | \$223,734 19 | \$41,890 77 | 4.03 | 2.46 | \$11 40 | \$21 55 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

FAIRFIELD COUNTY.

| TOWNS. | Grand List. | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | Total. | Districts Taxing. |
|----------------------|--------------|-------------------|---------------|--------------|--------------|---------------|--------------------|----------------|--------------|-------------------|
| Bridgport, | \$4,881,585 | \$30,568 50 | \$431 48 | \$112 00 | \$109,419 34 | ..... | ..... | ..... | \$140,531 32 | .. |
| Danbury, | 7,202,616 | 9,974 25 | ..... | 88 00 | 24,844 07 | ..... | ..... | \$2,230 80 | 60,443 14 | 2 |
| Bethel, | 1,104,791 | 1,752 75 | 132 32 | 10 45 | 6,754 62 | ..... | ..... | 58 14 | 8,708 28 | .. |
| Brookfield, | 490,451 | 474 75 | ..... | ..... | 1,705 25 | ..... | \$17 08 | ..... | 2,257 08 | .. |
| Daren, | 1,508,275 | 805 50 | 150 00 | ..... | 3,223 35 | ..... | ..... | ..... | 4,178 85 | .. |
| Easton, | 409,990 | 342 00 | 145 48 | ..... | 1,793 31 | ..... | ..... | ..... | 2,160 79 | .. |
| Fairfield, | 2,219,119 | 1,820 25 | 186 45 | 238 19 | 8,196 68 | ..... | ..... | ..... | 10,441 57 | .. |
| Greenwich, | 5,222,661 | 4,664 25 | 145 48 | ..... | 9,682 81 | ..... | 30 00 | 40 00 | 19,047 51 | 3 |
| Huntington, | 1,442,352 | 2,146 50 | 176 06 | 70 32 | 6,072 12 | ..... | 20 00 | 75 50 | 12,091 08 | 1 |
| Monroe, | 371,436 | 402 75 | 93 00 | ..... | 1,375 88 | ..... | ..... | ..... | 1,871 63 | 1 |
| New Canaan, | 1,243,877 | 1,210 50 | 209 00 | 15 62 | 4,134 32 | ..... | ..... | 41 42 | 5,065 54 | 1 |
| New Fairfield, | 302,077 | 335 25 | 62 00 | ..... | 1,098 75 | ..... | ..... | ..... | 1,406 00 | .. |
| Newtown, | 1,555,225 | 1,660 50 | 446 44 | 8 00 | 5,677 49 | ..... | \$ 50 | ..... | 7,809 93 | .. |
| Norwalk, | 6,358,304 | 8,655 75 | 472 62 | 156 00 | 27,661 94 | ..... | 35 00 | 226 93 | 58,927 08 | 5 |
| Ridgely, | 588,760 | 568 50 | 175 00 | 10 15 | 1,570 19 | ..... | ..... | ..... | 2,263 84 | .. |
| Ridgefield, | 1,341,450 | 972 00 | 230 40 | 147 00 | 3,300 41 | ..... | 197 00 | 171 80 | 5,078 61 | .. |
| Sherran, | 351,457 | 290 25 | 144 00 | ..... | 860 75 | ..... | ..... | ..... | 1,235 05 | .. |
| Stamford, | 9,213,641 | 8,210 25 | 339 36 | 142 42 | 38,541 94 | ..... | ..... | 956 04 | 48,190 03 | .. |
| Stratford, | 992,191 | 1,192 50 | 147 55 | 112 00 | 3,920 05 | ..... | 30 00 | 44 68 | 7,039 18 | 1 |
| Trumbull, | 601,053 | 627 75 | 170 34 | 63 42 | 1,664 33 | ..... | ..... | 51 50 | 2,129 40 | .. |
| Winsted, | 342,224 | 297 00 | 30 00 | 48 50 | 700 52 | ..... | ..... | ..... | 1,428 43 | 2 |
| Westport, | 2,121,227 | 1,795 50 | 224 36 | ..... | 2,868 89 | ..... | 102 00 | ..... | 5,039 01 | 1 |
| Wilton, | 683,256 | 776 25 | ..... | 6 00 | 2,109 56 | ..... | 75 | 6 00 | 2,868 56 | 1 |
| 23 Towns. | \$70,608,018 | \$79,492 50 | \$3,965 88 | \$1,228 07 | \$207,176 57 | \$56,247 52 | \$440 33 | \$5,911 81 | \$412,462 68 | 17 |

EXPENSES.

11

FAIRFIELD COUNTY.

| TOWNS. | EXPENSES. | | | | | | District
Indebted-
ness. | Per
cent,
etc.* | Per
cent,
etc.† | Paid for
each child
in average
attend-
ance. |
|---------------------|---------------------|-------------|-------------|----------------------------------|-------------------|-------------------|--------------------------------|-----------------------|-----------------------|--|
| | Teachers'
Wages. | Fuel, etc. | Repairs. | Libraries
and Appa-
ratus. | New
Buildings. | Other
Objects. | | | | |
| Bridgeport,..... | \$90,017 09 | \$19,972 40 | \$15,224 78 | \$582 44 | \$4,409 81 | \$10,324 80 | \$2,500 00 | 4.39 | 4.39 | \$20 75 |
| Danbury,..... | 28,560 99 | 4,262 02 | 1,070 99 | ..... | 24,876 89 | 68,532 18 | 637 25 | 6.90 | 3.40 | 20 25 |
| Bethel,..... | 6,860 20 | 919 62 | 738 00 | 63 34 | ..... | 127 12 | 114 15 | 6.16 | 6.11 | 17 62 |
| Brookfield,..... | 2,016 03 | 183 55 | 17 08 | ..... | ..... | 2,256 66 | 40 00 | 3.63 | 3.59 | 21 69 |
| Darien,..... | 3,513 57 | 555 28 | 202 82 | ..... | ..... | 110 00 | 110 00 | 2.13 | 2.13 | 24 89 |
| Easton,..... | 1,998 79 | 149 35 | ..... | ..... | ..... | 73 00 | 73 00 | 4.15 | 4.15 | 27 90 |
| Fairfield,..... | 8,370 79 | 1,077 33 | ..... | ..... | ..... | 993 33 | 467 33 | 3.69 | 3.69 | 27 62 |
| Greenwich,..... | 13,373 20 | 1,238 61 | 633 26 | 20 00 | 26,000 00 | 4,803 93 | 824 00 | 2.92 | 1.85 | 25 82 |
| Huntington,..... | 8,559 96 | 490 20 | 398 73 | 25 00 | ..... | 2,650 48 | 176 00 | 6.72 | 4.20 | 24 05 |
| Monroe,..... | 1,764 98 | 89 15 | ..... | ..... | ..... | 17 59 | 17 59 | 3.70 | 3.70 | 21 26 |
| New Canaan,..... | 5,001 78 | 489 66 | 355 44 | 15 00 | ..... | 172 04 | 75 00 | 3.40 | 3.32 | 11 21 |
| New Fairfield,..... | 1,563 50 | 76 59 | ..... | ..... | ..... | 56 00 | 56 00 | 3.03 | 3.03 | 18 93 |
| Newtown,..... | 6,895 71 | 463 47 | 3 00 | ..... | ..... | 447 75 | 447 75 | 3.65 | 3.65 | 20 20 |
| Norwalk,..... | 32,045 22 | 4,565 03 | 8,390 21 | 35 00 | ..... | 2,622 29 | 417 90 | 7.84 | 4.37 | 23 66 |
| Redding,..... | 2,065 16 | 149 84 | ..... | ..... | ..... | 48 84 | ..... | 2.96 | 2.96 | 10 01 |
| Ridgefield,..... | 4,518 63 | 403 21 | 7 74 | 45 00 | ..... | 103 97 | 103 97 | 2.77 | 2.50 | 21 87 |
| Sherman,..... | 1,146 25 | 58 75 | ..... | ..... | ..... | 5,078 55 | ..... | 2.27 | 2.27 | 11 75 |
| Stamford,..... | 39,474 30 | 6,699 65 | ..... | 157 08 | ..... | 1,235 00 | 30 00 | 4.28 | 4.18 | 22 05 |
| Stratford,..... | 4,701 27 | 469 67 | 91 19 | 30 00 | ..... | 48,190 03 | 2,200 00 | 5.63 | 3.95 | 28 60 |
| Trumbull,..... | 2,314 77 | 194 67 | 217 04 | 20 00 | ..... | 5,678 10 | 150 00 | 3.10 | 2.76 | 24 10 |
| Weston,..... | 982 35 | 73 67 | 338 00 | ..... | ..... | 2,781 42 | 35 00 | 3.07 | 2.64 | 21 47 |
| Westport,..... | 4,515 12 | 453 63 | 217 00 | 123 26 | ..... | 1,414 02 | 20 00 | 3.10 | 3.10 | 10 71 |
| Wilton,..... | 2,662 80 | 185 22 | 75 75 | ..... | ..... | 5,381 01 | 60 00 | 1.42 | 1.36 | 23 37 |
| | | | | | | 2,594 62 | 45 85 | 3.09 | 3.08 | 16 33 |
| | | | | | | | | | | 17 65 |
| 23 Towns. | \$273,692 11 | \$43,220 48 | \$27,906 03 | \$1,116 12 | \$55,286 70 | \$36,100 16 | \$8,600 70 | 4.64 | 3.78 | \$22 26 |
| | | | | | | \$436,321 60 | \$216,534 76 | | | |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

WINDHAM COUNTY.

| TOWNS. | Grand List. | RECEIPTS. | | | | | | | Districts Taxing. |
|-------------------|--------------|-------------------|---------------|--------------|-------------|---------------|--------------------|----------------|-------------------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | Total. |
| Brooklyn, | \$1,357,698 | \$1,395 00 | \$225 00 | \$15 48 | \$5,694 30 | \$1,288 23 | ..... | \$17 50 | \$5,635 51 |
| Ashford, | 255,017 | 272 25 | 189 80 | ..... | 1,203 34 | ..... | \$2 00 | ..... | 1,727 39 |
| Canterbury, | 406,424 | 414 00 | 144 78 | 19 20 | 1,262 03 | ..... | 18 22 | ..... | 1,858 23 |
| Chaplin, | 211,041 | 236 25 | 124 36 | ..... | 694 73 | ..... | ..... | ..... | 965 34 |
| Eastford, | 173,756 | 297 00 | 189 66 | ..... | 483 93 | ..... | 32 50 | 8 50 | 1,011 59 |
| Hampden, | 285,771 | 303 75 | 168 68 | 4 77 | 680 59 | ..... | 25 00 | ..... | 1,182 79 |
| Killingly, | 2,186,831 | 3,465 00 | 461 82 | ..... | 11,752 69 | 2,576 16 | ..... | 980 38 | 19,236 05 |
| Plainfield, | 1,749,782 | 2,137 50 | 371 95 | ..... | 5,231 33 | ..... | ..... | 20 20 | 7,994 08 |
| Pomfret, | 933,614 | 663 75 | 272 50 | 18 50 | 1,468 55 | 70 00 | ..... | ..... | 2,493 30 |
| Putnam, | 2,959,697 | 3,294 00 | 259 94 | 13 98 | 6,242 12 | ..... | ..... | ..... | 9,899 14 |
| Scotland, | 215,819 | 200 25 | 66 39 | 23 48 | 749 78 | 10 00 | 5 00 | ..... | 1,059 90 |
| Sterling, | 321,164 | 625 50 | ..... | ..... | 958 83 | ..... | ..... | 8 00 | 1,592 33 |
| Thompson, | 1,644,371 | 3,188 25 | ..... | ..... | 3,490 40 | ..... | ..... | 54 75 | 6,733 46 |
| Windham, | 4,359,876 | 4,437 00 | 348 94 | 56 82 | 17,448 94 | 7,597 67 | ..... | 6,259 12 | 36,638 49 |
| Woodstock, | 884,152 | 1,127 25 | 352 15 | 35 67 | 2,023 55 | 690 42 | 38 65 | 5 00 | 4,272 69 |
| 15 Towns. | \$18,005,013 | \$22,290 75 | \$3,174 17 | \$187 90 | \$56,355 17 | \$12,142 48 | \$121 37 | \$7,358 45 | \$101,630 29 |

WINDHAM COUNTY

| TOWNS. | EXPENSES. | | | | | | | Cost of Superintendence. | District Indebtedness. | Per cent., etc.* | Per cent., etc.† | Paid for each child, enumerated. | Paid for each child in average attendance. |
|------------------|------------------|------------|------------|--------------------------|----------------|----------------|-------------|--------------------------|------------------------|------------------|------------------|----------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | | |
| Brooklyn,..... | \$3,585 41 | \$500 11 | \$8 75 | ..... | ..... | \$85 00 | \$4,179 27 | \$75 00 | \$1,750 00 | 2.94 | 1.98 | \$6 74 | \$22 40 |
| Ashford,..... | 1,428 15 | 89 07 | ..... | ..... | ..... | 58 00 | 1,575 22 | 58 00 | ..... | 4.96 | 4.95 | 13 01 | 19 56 |
| Canterbury,..... | 1,722 77 | 98 06 | ..... | ..... | ..... | 117 97 | 1,938 80 | 59 00 | ..... | 2.70 | 2.70 | 10 53 | 17 61 |
| Chaplin,..... | 762 19 | 52 79 | 135 36 | ..... | ..... | 15 00 | 965 34 | 15 00 | ..... | 2.86 | 2.86 | 9 10 | 17 71 |
| Eastford,..... | 925 36 | 47 23 | ..... | ..... | ..... | 39 00 | 1,011 59 | 39 00 | ..... | 3.02 | 2.78 | 7 66 | 11 83 |
| Hampton,..... | 1,039 36 | 80 53 | 18 75 | ..... | ..... | 44 25 | 1,182 79 | 38 00 | ..... | 2.46 | 2.38 | 8 76 | 14 69 |
| Killingly,..... | 13,329 40 | 2,097 81 | 836 56 | \$273 74 | ..... | 1,043 74 | 17,581 05 | 247 50 | 11,100 00 | 7 00 | 5.37 | 11 41 | 21 99 |
| Plainfield,..... | 7,132 86 | 686 90 | 272 38 | 29 12 | ..... | 154 00 | 8,269 29 | 154 00 | ..... | 3.00 | 2.98 | 7 84 | 15 97 |
| Pomfret,..... | 2,234 00 | 135 35 | ..... | ..... | ..... | 50 00 | 2,419 35 | 50 00 | ..... | 1.64 | 1.57 | 8 20 | 15 31 |
| Putnam,..... | 8,467 75 | 1,204 39 | ..... | ..... | ..... | 187 00 | 9,859 14 | 187 00 | ..... | 2.10 | 2.10 | 6 73 | 20 60 |
| Scotland,..... | 954 03 | 61 87 | 10 00 | 10 45 | ..... | 24 00 | 1,060 35 | 24 00 | ..... | 3.56 | 3.47 | 11 91 | 17 38 |
| Sterling,..... | 1,439 00 | 91 03 | ..... | ..... | ..... | 57 00 | 1,589 03 | 57 00 | ..... | 3.01 | 2.98 | 5 71 | 10 18 |
| Thompson,..... | 5,828 77 | 661 44 | 163 05 | 99 50 | ..... | 212 82 | 6,965 58 | 212 82 | 101 10 | 2.15 | 2.12 | 4 01 | 19 24 |
| Windham,..... | 22,374 46 | 1,936 55 | 2,053 18 | 426 36 | \$935 69 | 6,978 06 | 34,764 30 | 195 90 | 23,760 78 | 7.15 | 4.00 | 17 12 | 44 81 |
| Woodstock,..... | 3,167 22 | 247 92 | 582 81 | 25 00 | ..... | 244 44 | 4,267 39 | 120 00 | ..... | 3.11 | 2.28 | 8 51 | 14 58 |
| 15 Towns. | \$74,390 46 | \$7,987 05 | \$4,080 84 | \$864 17 | \$935 69 | \$9,310 28 | \$97,568 49 | \$1,532 22 | \$36,711 88 | 4.21 | 3.12 | \$9 75 | \$23 14 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

LITCHFIELD COUNTY.

EXPENSES.

15

| TOWNS. | EXPENSES. | | | | | | | District Indebtedness. | Per cent.* etc.† | Per cent., etc.† | Paid for each child enumerated. | Paid for each child in average attendance. |
|--------------------|------------------|-------------|------------|--------------------------|----------------|----------------|--------------|------------------------|------------------|------------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | |
| Litchfield,..... | \$5,862 50 | \$996 83 | \$226 76 | \$434 68 | ..... | \$352 00 | \$7,872 77 | ..... | 2.86 | 2.86 | \$12 55 | \$21 10 |
| Barkhamsted,..... | 1,476 96 | 95 09 | ..... | ..... | ..... | 80 00 | 1,052 05 | ..... | 2.44 | 2.44 | 7 18 | 16 03 |
| Bethlehem,..... | 876 20 | 52 77 | 295 00 | ..... | ..... | 38 40 | 1,262 37 | ..... | 1.64 | 1.64 | 13 42 | 24 99 |
| Bridgewater,..... | 1,173 65 | 64 92 | ..... | ..... | ..... | 40 00 | 1,278 57 | ..... | 2.37 | 2.37 | 11 73 | 20 62 |
| Canaan,..... | 1,399 50 | 146 36 | ..... | ..... | ..... | 48 50 | 1,594 36 | ..... | 2.25 | 2.25 | 8 90 | 17 42 |
| Colebrook,..... | 1,672 18 | 134 45 | 51 00 | 20 00 | ..... | 46 00 | 1,923 63 | ..... | 3.00 | 2.79 | 8 36 | 17 48 |
| Cornwall,..... | 2,134 23 | 157 56 | ..... | ..... | \$8 00 | 95 00 | 2,396 79 | ..... | 2.35 | 2.22 | 8 23 | 13 65 |
| Goshen,..... | 1,401 60 | 106 02 | 108 00 | ..... | ..... | 75 00 | 1,690 62 | ..... | 2.27 | 2.02 | 9 88 | 21 13 |
| Harwinton,..... | 1,843 05 | 133 89 | 38 90 | ..... | ..... | 324 98 | 2,340 82 | ..... | 3.77 | 3.66 | 10 49 | 17 93 |
| Kent,..... | 2,527 83 | 227 84 | 22 00 | 20 00 | ..... | ..... | 2,797 67 | ..... | 4.09 | 3.61 | 10 43 | 18 10 |
| Morris,..... | 1,008 03 | 61 16 | ..... | 25 00 | ..... | ..... | 1,134 69 | ..... | 2.05 | 1.98 | 9 00 | 13 58 |
| New Hartford,..... | 4,431 20 | 703 49 | 11 00 | ..... | ..... | 40 50 | 5,132 89 | \$7,140 00 | 3.53 | 2.59 | 6 29 | 22 11 |
| New Milford,..... | 6,617 22 | 828 78 | 257 73 | 60 00 | ..... | 146 00 | 7,909 73 | ..... | 2.96 | 2.66 | 9 80 | 24 64 |
| Norfolk,..... | 2,528 00 | 441 33 | 246 04 | 30 00 | ..... | 127 80 | 3,186 13 | ..... | 2.66 | 2.30 | 9 37 | 18 57 |
| North Canaan,..... | 2,427 66 | 538 32 | 107 93 | 100 00 | ..... | 62 00 | 2,930 99 | ..... | 2.88 | 2.88 | 8 85 | 17 39 |
| Plymouth,..... | 1,491 31 | 99 67 | 8 00 | ..... | ..... | 576 78 | 1,648 98 | ..... | 8.63 | 5.89 | 17 68 | 25 50 |
| Roxbury,..... | 6,112 50 | 668 82 | 100 00 | 140 00 | ..... | 50 00 | 7,421 35 | ..... | 2.54 | 2.51 | 8 45 | 17 44 |
| Salisbury,..... | 4,553 21 | 411 03 | 126 30 | ..... | ..... | 840 69 | 5,831 01 | ..... | 3.13 | 2.55 | 13 14 | 21 79 |
| Sharon,..... | 5,328 89 | 1,083 29 | 38 62 | 40 00 | ..... | 128 56 | 7,439 37 | ..... | 2.91 | 2.81 | 9 49 | 22 72 |
| Thomaston,..... | 12,788 55 | 3,522 66 | 388 10 | 239 33 | 1,657 00 | 211 52 | 18,807 16 | ..... | 3.71 | 3.71 | 13 14 | 21 79 |
| Torrington,..... | 170 75 | 82 30 | ..... | ..... | ..... | 24 00 | 777 05 | ..... | 4.08 | 4.08 | 11 00 | 17 45 |
| Warren,..... | 2,462 61 | 173 66 | 43 97 | 18 93 | ..... | 228 19 | 3,127 95 | ..... | 2.25 | 2.25 | 7 00 | 16 89 |
| Washington,..... | 3,401 90 | 548 35 | ..... | ..... | ..... | 119 70 | 4,129 36 | ..... | 3.54 | 3.46 | 9 62 | 17 13 |
| Watertown,..... | 12,476 77 | 1,988 28 | 1,234 69 | 250 74 | 2,248 66 | 1,120 88 | 19,319 22 | 155 00 | 2.18 | 2.18 | 12 26 | 17 76 |
| Winchester,..... | 3,107 31 | 185 77 | ..... | ..... | ..... | 150 00 | 3,443 68 | 1,500 00 | 7.20 | 4.16 | 12 36 | 26 94 |
| Woodbury,..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2.47 | 2.47 | 9 30 | 19 78 |
| 26 Towns. | \$95,871 92 | \$14,006 93 | \$3,306 04 | \$1,378 68 | \$3,913 66 | \$5,201 38 | \$124,578 61 | \$10,372 64 | 3.73 | 3.17 | \$10 32 | \$19 87 |

* Of taxable property appropriated for Public Schools, in mills and toaths.

† Of taxable property appropriated for Public Schools by town tax, in mills and toaths.

RECEIPTS.

MIDDLESEX COUNTY.

| TOWNS. | | Grand List. | RECEIPTS. | | | | | Districts Taxing. | |
|----------------------|--------------|-------------------|---------------|--------------|-------------|---------------|--------------------|-------------------|-------------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | Total. |
| Middletown..... | | \$2,389 50 | \$226 00 | \$131 54 | \$3,560 68 | \$2,229 25 | \$11 37 | \$191 76 | \$8,840 10 |
| " City..... | | 3,917 25 | 488 45 | 85 48 | 7,362 07 | 11,475 00 | ..... | 2,138 25 | 25,466 50 |
| " Industrial School, | | 225 00 | ..... | ..... | ..... | ..... | ..... | ..... | 225 00 |
| " complete, | | 6,531 75 | 814 45 | 217 02 | 10,922 75 | 13,704 25 | 11 37 | 2,330 01 | 34,531 60 |
| Haddam..... | \$8,236,625 | 965 25 | 466 14 | ..... | 1,749 70 | ..... | 278 00 | 2 26 | 3,461 35 |
| Chatham..... | 635,399 | 839 25 | 217 28 | ..... | 2,394 79 | ..... | 10 00 | 399 33 | 3,680 65 |
| Chester..... | 614 25 | 133 45 | ..... | ..... | 1,241 68 | ..... | 119 80 | ..... | 2,109 18 |
| Clinton..... | 671,473 | 165 43 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Cromwell..... | 568 50 | 157 11 | ..... | 34 98 | 31 39 | ..... | ..... | ..... | 740 30 |
| Durham..... | 828,340 | 157 11 | ..... | 25 23 | 2,302 15 | ..... | 5 00 | 38 93 | 3,594 92 |
| East Haddam, | 495,363 | 153 34 | ..... | 47 22 | 1,065 66 | ..... | 16 50 | 100 00 | 1,644 47 |
| Essex..... | 1,011,321 | 278 68 | ..... | ..... | 3,389 57 | ..... | 40 28 | ..... | 4,724 93 |
| Killingworth, | 1,016,624 | 159 80 | ..... | 57 06 | 3,287 12 | ..... | ..... | 60 00 | 4,391 98 |
| Middlefield..... | 201 00 | 138 75 | ..... | 10 00 | 778 40 | 149 58 | ..... | ..... | 1,337 37 |
| Old Saybrook..... | 223,171 | 90 49 | ..... | 40 50 | 1,034 20 | 11 28 | ..... | ..... | 1,610 72 |
| Portland..... | 555,455 | 434 25 | ..... | ..... | 4,437 67 | ..... | ..... | 39 60 | 5,100 52 |
| Saybrook..... | 586,721 | 605 25 | ..... | ..... | 8,209 76 | ..... | 15 50 | 152 10 | 11,793 57 |
| Westbrook..... | 1,963,246 | 194 74 | ..... | 764 47 | 2,462 19 | ..... | ..... | 310 26 | 3,451 34 |
| | 676,630 | 594 00 | ..... | 14 78 | ..... | ..... | ..... | ..... | ..... |
| | 489,171 | 362 25 | ..... | ..... | 781 13 | ..... | ..... | 3 76 | 1,305 14 |
| 15 Towns. | \$18,609,877 | \$17,406 00 | \$3,215 17 | \$1,211 26 | \$43,938 16 | \$13,865 11 | \$496 45 | \$3,346 25 | \$83,478 40 |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | </ | | |

MIDDLESEX COUNTY.

| TOWNS. | EXPENSES. | | | | | | | Cost of Superintendence. | District Indebtedness. | Per cent., etc.* | Per cent., etc.† | Paid for each child in average attendance. |
|---------------------------|------------------|------------|------------|--------------------------|----------------|----------------|-------------|--------------------------|------------------------|------------------|------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | |
| Middletown,..... | \$6,263 01 | \$835 47 | \$361 15 | \$31 50 | ..... | \$2,323 97 | \$9,815 10 | \$242 72 | \$700 00 | ..... | ..... | \$27 26 |
| " City,..... | 14,282 26 | 891 30 | 330 35 | 15 00 | ..... | 5,039 90 | 20,558 81 | 100 00 | 50,643 44 | ..... | ..... | 23 40 |
| " Industrial School,..... | 472 50 | ..... | ..... | 70 00 | ..... | ..... | 542 50 | ..... | ..... | ..... | ..... | ..... |
| " complete,..... | 21,017 77 | 1,726 77 | 691 50 | 116 50 | ..... | 7,353 87 | 30,916 41 | 342 72 | 51,343 44 | ..... | ..... | 21 80 |
| Haddam,..... | 2,950 96 | 340 64 | ..... | ..... | ..... | 169 75 | 3,461 35 | 100 00 | ..... | ..... | ..... | 18 91 |
| Chatham,..... | 3,970 92 | 326 04 | 127 37 | 15 00 | ..... | 130 36 | 3,075 69 | 87 00 | 200 00 | ..... | ..... | 17 09 |
| Chester,..... | 1,844 50 | 200 43 | 54 62 | 41 60 | ..... | 88 60 | 2,229 75 | 34 35 | 750 00 | ..... | ..... | 13 97 |
| Clinton,..... | 570 00 | 170 30 | ..... | ..... | ..... | ..... | 740 30 | ..... | ..... | ..... | ..... | 54 83 |
| Cromwell,..... | 3,084 00 | 340 17 | 70 18 | 5 00 | ..... | 93 01 | 3,592 36 | 63 63 | ..... | ..... | ..... | 13 23 |
| Durham,..... | 1,543 50 | 110 25 | 36 15 | 16 50 | ..... | 42 00 | 1,748 40 | 36 00 | ..... | ..... | ..... | 21 45 |
| East Haddam,..... | 4,154 00 | 384 28 | 51 14 | 37 28 | ..... | 182 77 | 4,809 47 | 182 77 | 150 00 | ..... | ..... | 16 96 |
| Essex,..... | 3,458 82 | 216 80 | 73 59 | ..... | ..... | 642 77 | 4,391 08 | 72 50 | ..... | ..... | ..... | 20 38 |
| Killingworth,..... | 1,979 55 | 74 60 | 149 58 | ..... | ..... | 34 00 | 1,337 73 | 34 00 | ..... | ..... | ..... | 21 57 |
| Middlefield,..... | 1,443 00 | 156 44 | 11 28 | ..... | ..... | ..... | 1,610 72 | ..... | ..... | ..... | ..... | 14 51 |
| Old Saybrook,..... | 2,791 00 | 322 79 | 44 00 | 40 00 | \$11,452 42 | 616 98 | 15,177 19 | 5 00 | 9,500 00 | ..... | ..... | 20 15 |
| Portland,..... | 9,239 00 | 1,563 08 | 507 80 | 198 20 | ..... | 1,572 25 | 13,080 33 | 259 60 | 19,792 55 | ..... | ..... | 28 62 |
| Saybrook,..... | 2,445 00 | 845 49 | 152 75 | 8 10 | ..... | ..... | 3,451 34 | 72 00 | 11,000 00 | ..... | ..... | 18 80 |
| Westbrook,..... | 1,198 00 | 76 69 | 12 45 | ..... | ..... | 18 00 | 1,305 14 | 18 00 | ..... | ..... | ..... | 16 73 |
| 15 Towns. | \$59,800 02 | \$6,854 77 | \$1,982 41 | \$478 18 | \$11,452 42 | \$10,960 36 | \$91,528 16 | \$1,307 57 | \$92,645 99 | ..... | ..... | \$20 45 |
| | | | | | | | | | | 3.31 | 2.36 | |

Of taxable property appropriated for Public Schools, in mills and 100ths.
Of taxable property appropriated for Public Schools by town tax, in mills and 100ths.

TOLLAND COUNTY.

| TOWNS. | | RECEIPTS. | | | | | | | Districts Taxing. |
|-------------------|-------------------|---------------|--------------|-------------|---------------|--------------------|----------------|-------------|-------------------|
| Grand List. | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | Total. | |
| Tolland, | \$474 75 | \$373 42 | \$49 41 | \$965 89 | ..... | ..... | \$5 00 | \$1,868 47 | .. |
| Andover, | 13 00 | 99 80 | ..... | 268 73 | ..... | ..... | ..... | 503 33 | .. |
| Bolton, | 222 75 | 114 58 | 143 71 | 400 81 | ..... | \$4 00 | 40 13 | 925 08 | .. |
| Columbia, | 375 75 | ..... | 19 67 | 1,114 58 | \$125 23 | ..... | ..... | 1,635 23 | 1 |
| Coventry, | 832 50 | 229 70 | 32 64 | 2,684 97 | ..... | 6 00 | ..... | 3,215 01 | .. |
| Ellington, | 765 00 | 224 21 | ..... | 2,270 62 | ..... | ..... | 31 00 | 3,281 83 | .. |
| Hebron, | 456 75 | 228 08 | 72 22 | 1,071 46 | 900 00 | 16 61 | 52 46 | 2,797 38 | 1 |
| Mansfield, | 855 00 | 303 00 | 37 00 | 2,100 00 | ..... | 45 00 | 68 00 | 3,405 80 | .. |
| Somers, | 760 50 | 330 53 | ..... | 2,664 34 | ..... | 3 50 | 26 97 | 3,737 84 | .. |
| Stafford, | 2,210 25 | 24 00 | 14 31 | 6,534 81 | 4,071.67 | ..... | 502 00 | 13,393 04 | 3 |
| Union, | 171 00 | 109 50 | ..... | 656 82 | ..... | ..... | ..... | 937 32 | 1 |
| Vernon, | 4,632 75 | 163 38 | ..... | 10,629 20 | 2,123 00 | ..... | 1,521 93 | 19,070 32 | 1 |
| Willington, | 436 50 | 31 32 | ..... | 1,077 37 | ..... | ..... | ..... | 1,545 19 | .. |
| 13 Towns. | \$12,280 50 | \$2,237 52 | \$368 96 | \$31,838 76 | \$7,219 90 | \$75 11 | \$2,269 49 | \$56,200 24 | 7 |

EXPENSES.

19

TOLLAND COUNTY.

| TOWNS. | EXPENSES. | | | | | | | District Indebtedness. | Per cent, etc.* | Per cent, etc.† | Paid for each child enumerated. | Paid for each child in average attendance. |
|------------------|------------------|------------|------------|--------------------------|----------------|----------------|-------------|------------------------|-----------------|-----------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | |
| Tolland,.... | \$1,701 59 | \$112 86 | ..... | ..... | ..... | \$54 00 | \$1,868 45 | ..... | 2.85 | 2.84 | \$8 85 | \$15 70 |
| Andover,..... | 432 00 | 36 50 | ..... | ..... | ..... | 35 03 | 503 53 | ..... | 1.28 | 1.28 | 8 39 | 20 14 |
| Bolton,..... | 837 75 | 57 20 | ..... | \$4 00 | ..... | 27 00 | 925 95 | ..... | 2.60 | 2.34 | 9 35 | 19 09 |
| Columbia,..... | 1,369 11 | 80 89 | \$125 23 | ..... | ..... | 60 00 | 1,635 23 | ..... | 4.82 | 4.33 | 9 79 | 16 03 |
| Coventry,..... | 2,780 27 | 245 79 | 280 00 | 30 00 | ..... | 152 00 | 3,488 06 | \$610 00 | 3.39 | 3.33 | 9 42 | 15 81 |
| Ellington,..... | 2,908 30 | 299 32 | ..... | ..... | ..... | 66 50 | 3,274 12 | 430 00 | 3.16 | 3.13 | 9 62 | 23 13 |
| Hebron,..... | 1,686 88 | 132 40 | 58 61 | ..... | \$600 00 | 74 69 | 2,552 58 | ..... | 4.80 | 2.52 | 9 61 | 16 27 |
| Mansfield,..... | 3,015 89 | 244 11 | 34 00 | 11 00 | ..... | 89 00 | 3,394 82 | ..... | 3.68 | 3.49 | 8 93 | 15 60 |
| Somers,..... | 3,292 00 | 345 32 | 3 50 | ..... | ..... | 72 00 | 3,712 82 | ..... | 8.84 | 4.17 | 11 82 | 18 65 |
| Stafford,..... | 7,978 50 | 1,303 84 | 266 21 | ..... | ..... | 318 00 | 9,866 55 | 20,130 00 | 5.36 | 5.20 | 12 33 | 20 60 |
| Union,..... | 830 97 | 56 35 | ..... | ..... | ..... | 50 00 | 937 32 | ..... | 5.36 | 5.36 | 7 87 | 15 06 |
| Vernon,..... | 13,191 45 | 1,775 21 | 844 63 | 118 80 | ..... | 294 52 | 16,224 61 | 3,000 00 | 4.83 | 4.93 | 7 96 | 14 24 |
| Willington,..... | 1,374 27 | 96 62 | ..... | ..... | ..... | 74 30 | 1,545 19 | ..... | 4.93 | 4.93 | 7 96 | 14 24 |
| 13 Towns. | \$41,398 98 | \$4,786 41 | \$1,612 18 | \$163 80 | \$600 00 | \$1,367 04 | \$49,928 41 | \$1,132 02 | 4.84 | 3.72 | \$9 03 | \$16 96 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

SUMMARY BY COUNTIES.

| COUNTIES. | Grand List. | RECEIPTS. | | | | | Voluntary Contrib. | Other Sources. | Total. | Districts Taxing. |
|-------------------|---------------|-------------------|---------------|--------------|----------------|---------------|--------------------|----------------|----------------|-------------------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | | | | |
| Hartford, | \$62,133,946 | \$71,485 50 | \$6,603 14 | \$2 832 82 | \$237,778 10 | \$157,337 33 | \$50,449 61 | \$9,301 57 | \$545,578 07 | 33 |
| New Haven, | 100,484,985 | 111,683 25 | 3,911 06 | 2,681 15 | 227,518 03 | 227,450 10 | 9,475 59 | 37,717 03 | 619,537 17 | 17 |
| New London, | 37,357,897 | 36,047 25 | 5,423 05 | 368 27 | 92,105 07 | 47,000 41 | 203 07 | 11,200 10 | 103,747 52 | 20 |
| Fairfield, | 70,668,018 | 79,492 75 | 3,995 88 | 1,228 07 | 207,176 57 | 56,247 48 | 440 33 | 3,911 81 | 412,462 08 | 17 |
| Windham, | 18,008,013 | 22,290 75 | 3,174 17 | 187 90 | 59,355 17 | 12,142 48 | 121 37 | 7,358 45 | 101,630 29 | 9 |
| Litchfield, | 27,137,069 | 26,284 50 | 5,082 02 | 562 00 | 86,059 46 | 13,754 10 | 432 17 | 1,028 31 | 133,202 62 | 13 |
| Middlesex, | 18,609,877 | 17,406 00 | 3,215 17 | 1,211 26 | 43,938 16 | 13,805 11 | 496 45 | 3,346 25 | 83,478 40 | 6 |
| Tolland, | 8,537,642 | 12,280 50 | 2,237 52 | 368 96 | 31,838 76 | 7,219 90 | 75 11 | 2,269 49 | 56,290 24 | 7 |
| The State. | \$372,874,447 | \$377,570 25 | \$33,702 01 | \$9,280 40 | \$1,042,769 62 | \$535,017 01 | \$61,753 70 | \$86,133 91 | \$2,146,226 99 | 122 |

SUMMARY BY COUNTIES.

| COUNTIES. | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | Cost of Superintendence. | District Indebtedness. | Per cent., etc.* | Paid for each child enumerated. | Per cent., etc.* | Paid for each child in average attendance. |
|-------------------|------------------|--------------|--------------|--------------------------|----------------|----------------|----------------|--------------------------|------------------------|------------------|---------------------------------|------------------|--|
| | | | | | | | | | | | | | |
| Hartford, | \$329,182 74 | \$40,145 56 | \$23,429 09 | \$5,628 99 | \$77,836 13 | \$66,552 77 | \$542,775 28 | \$5,308 53 | \$655,245 20 | 5.04 2.58 | \$14 69 | 2.58 | \$26 99 |
| New Haven, | 475,840 31 | 64,859 99 | 38,504 31 | 4,022 89 | 59,752 92 | 129,930 27 | 772,916 69 | 8,912 87 | 792,068 82 | 4.99 2.26 | 14 36 | 2.26 | 27 26 |
| New London, | 135,104 69 | 18,077 61 | 8,954 97 | 1,227 82 | 38,454 67 | 22,524 43 | 225,734 19 | 4,590 77 | 149,478 38 | 4.03 2.46 | 11 40 | 2.46 | 21 55 |
| Fairfield, | 275,692 11 | 43,220 48 | 27,996 03 | 1,116 12 | 55,286 70 | 36,100 16 | 436,321 60 | 8,600 70 | 216,534 70 | 4.64 3.78 | 10 78 | 3.78 | 22 26 |
| Windham, | 74,390 45 | 14,907 05 | 4,086 84 | 864 17 | 935 69 | 9,310 28 | 97,568 49 | 1,532 22 | 36,711 88 | 4.21 3.12 | 9 75 | 3.12 | 23 14 |
| Litchfield, | 95,871 92 | 14,906 93 | 3,306 04 | 1,378 68 | 3,943 66 | 5,201 81 | 124,578 61 | 3,599 24 | 10,372 64 | 3.73 3.17 | 10 32 | 3.17 | 10 87 |
| Middlesex, | 59,800 02 | 6,854 77 | 1,982 41 | 478 18 | 1,145 42 | 10,960 36 | 91,558 16 | 1,307 57 | 92,645 99 | 3.31 2.36 | 10 35 | 2.36 | 20 56 |
| Tolland, | 41,398 98 | 4,786 41 | 1,612 18 | 163 80 | 600 00 | 1,367 04 | 49,928 41 | 1,132 02 | 24,170 00 | 4.84 3.72 | 9 03 | 3.72 | 16 96 |
| The State. | \$1,485,377 23 | \$200,838 80 | \$109,775 87 | \$15,180 05 | \$24,823 10 | \$81,946 69 | \$2,341,351 43 | \$35,283 92 | \$1,887,227 73 | 4.62 2.79 | \$12 47 | 2.79 | \$24 26 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

HARTFORD COUNTY.

SCHOLARS.

21

| TOWNS. | Population,
1890. | Enumerated
October,
1892. | Registered. | | | | In Private
Schools. | In no School. | Between 8 and 14
in no School. | Average Attendance. | | Per cent. who
attended
some
part of the year. | Per ct. of attend-
ance on basis of
enumeration. | Per ct. of attend-
ment on basis of
registration. |
|----------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|-----------------------------------|---------------------|---------|--|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| Hartford, | 53,230 | 10,739 | 8,655 | 7,442 | 6,793 | 507 | 3,071 | 1,302 | 52 | 5,933 | 5,706 | 80.5 | 54.1 | 81.7 |
| Avon, | 1,182 | 231 | 210 | 166 | 172 | ... | ... | 8 | 1 | 83 | 84 | 90.9 | 36.1 | 49.4 |
| Berlin, | 2,600 | 526 | 450 | 358 | 354 | 1 | 39 | 50 | 4 | 305 | 308 | 85.5 | 58.2 | 86.0 |
| Bloomfield, | 1,308 | 233 | 199 | 167 | 148 | 1 | 14 | 17 | 3 | 122 | 102 | 85.4 | 48.0 | 71.1 |
| Bristol, | 7,382 | 1,739 | 1,777 | 1,450 | 1,434 | 58 | 2 | 123 | 16 | 1,164 | 1,182 | 102.1 | 67.4 | 81.3 |
| Burlington, | 1,302 | 297 | 267 | 217 | 199 | ... | 3 | 18 | 4 | 154 | 134 | 89.8 | 48.4 | 69.3 |
| Canton, | 2,500 | 580 | 639 | 552 | 548 | 23 | .... | 16 | 9 | 457 | 432 | 110.1 | 76.5 | 80.8 |
| East Granby, | 661 | 124 | 110 | 95 | 77 | 2 | 14 | 10 | ... | 74 | 55 | 88.7 | 52.0 | 75.0 |
| East Hartford, | 4,455 | 1,199 | 1,404 | 925 | 773 | 9 | 65 | 157 | 1 | 713 | 580 | 92.0 | 53.9 | 76.1 |
| East Windsor, | 2,890 | 729 | 604 | 511 | 499 | 9 | 73 | 33 | 1 | 396 | 340 | 82.8 | 50.4 | 72.8 |
| Enfield, | 7,199 | 1,646 | 1,959 | 899 | 856 | 22 | 290 | 316 | 147 | 737 | 672 | 64.3 | 42.8 | 80.2 |
| Farmington, | 3,179 | 699 | 639 | 575 | 553 | 33 | 30 | 11 | 10 | 472 | 436 | 91.4 | 64.9 | 80.4 |
| Glastonbury, | 3,457 | 698 | 597 | 523 | 447 | 8 | 52 | 34 | 2 | 396 | 311 | 85.5 | 50.6 | 72.8 |
| Granby, | 1,251 | 244 | 249 | 208 | 172 | 14 | 3 | 23 | 1 | 168 | 129 | 102.0 | 60.8 | 78.1 |
| Hartland, | 565 | 95 | 109 | 90 | 70 | 9 | 2 | 1 | ... | 52 | 41 | 114.7 | 48.9 | 58.1 |
| Manchester, | 8,222 | 1,952 | 1,933 | 1,545 | 1,556 | 19 | 12 | 377 | 18 | 1,351 | 1,214 | 99.0 | 65.6 | 82.7 |
| Marlborough, | 582 | 122 | 121 | 91 | 92 | ... | ... | 6 | 1 | 63 | 60 | 99.1 | 50.4 | 67.2 |
| New Britain, | 19,007 | 4,420 | 2,786 | 2,350 | 2,296 | 125 | 1,675 | 84 | 61 | 2,030 | 1,884 | 63.0 | 44.2 | 84.2 |
| Newington, | 953 | 200 | 151 | 124 | 127 | ... | 55 | 16 | 3 | 88 | 81 | 75.5 | 42.2 | 67.3 |
| Plainville, | 1,993 | 367 | 331 | 306 | 291 | 10 | ... | 48 | 5 | 245 | 246 | 90.1 | 66.8 | 82.2 |
| Rocky Hill, | 1,069 | 102 | 182 | 150 | 140 | 2 | 6 | 20 | 2 | 105 | 89 | 94.7 | 50.5 | 66.8 |
| Simsbury, | 1,874 | 358 | 365 | 331 | 309 | 3 | 24 | 19 | 12 | 240 | 203 | 91.7 | 56.4 | 70.1 |
| Southington, | 5,501 | 1,158 | 1,125 | 1,007 | 962 | 54 | 10 | 122 | 3 | 850 | 761 | 97.1 | 69.8 | 82.1 |
| South Windsor, | 1,736 | 351 | 339 | 320 | 278 | ... | 11 | 12 | 4 | 218 | 189 | 96.5 | 57.9 | 68.0 |
| Suffield, | 3,169 | 611 | 539 | 401 | 458 | ... | 55 | 68 | 14 | 354 | 330 | 88.2 | 55.9 | 74.4 |
| West Hartford, | 1,930 | 436 | 450 | 372 | 357 | 10 | 6 | 25 | ... | 305 | 271 | 103.2 | 66.0 | 79.0 |
| Wethersfield, | 2,271 | 369 | 363 | 305 | 290 | 5 | ... | 13 | ... | 257 | 219 | 98.3 | 64.4 | 80.0 |
| Windsor, | 2,954 | 597 | 572 | 513 | 451 | 18 | 16 | 45 | 2 | 361 | 335 | 95.8 | 58.2 | 72.1 |
| Windsor Locks, | 2,758 | 686 | 290 | 221 | 221 | ... | 312 | 153 | 9 | 165 | 187 | 42.2 | 25.6 | 79.6 |
| 29 Towns. | 147,180 | 31,638 | 26,215 | 22,274 | 20,923 | 953 | 5,861 | 3,127 | 382 | 17,870 | 16,581 | 82.8 | 54.4 | 79.7 |

NEW HAVEN COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1892. | Registered. | | | | In Private
Schools. | In no School. | Between 8 and 14
in no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|----------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| New Haven City..... | ..... | 19,064 | 15,453 | 11,882 | 11,882 | 539 | 1,886 | 4,024 | 263 | 10,830 | 10,830 | 81.0 | 56.7 | 91.1 |
| " " Westville,..... | ..... | 412 | 389 | 331 | 297 | 6 | .... | 13 | .... | 262 | 221 | 94.4 | 58.6 | 76.9 |
| " " South,..... | ..... | 78 | 51 | 43 | 41 | 1 | .... | 13 | .... | 23 | 23 | 95.3 | 34.6 | 64.2 |
| " " complete,..... | 86,045 | 19,554 | 15,893 | 12,256 | 12,220 | 546 | 1,886 | 4,050 | 264 | 11,123 | 11,074 | 81.2 | 56.7 | 90.6 |
| Ansonia,..... | 10,342 | 2,368 | 2,368 | 2,068 | 2,007 | 36 | 85 | 113 | 9 | 1,612 | 1,372 | 99.1 | 61.4 | 73.2 |
| Beacon Falls,..... | 505 | 108 | 101 | 90 | 70 | 1 | .... | 2 | .... | 65 | 46 | 93.5 | 51.3 | 69.3 |
| Bethany,..... | 550 | 97 | 100 | 93 | 87 | ... | .... | 3 | 14 | 68 | 53 | 103.0 | 62.3 | 67.2 |
| Brantford,..... | 4,460 | 922 | 896 | 793 | 629 | 17 | 25 | 72 | 1 | 563 | 496 | 97.1 | 57.4 | 79.5 |
| Cheshire,..... | 1,929 | 358 | 286 | 244 | 229 | 4 | 32 | 28 | .... | 171 | 138 | 79.8 | 43.1 | 65.3 |
| Derby,..... | 5,069 | 1,597 | 878 | 742 | 723 | 38 | 288 | 236 | 16 | 531 | 569 | 58.2 | 36.4 | 75.0 |
| East Haven,..... | 955 | 146 | 134 | 102 | 95 | .... | .... | 14 | 5 | 59 | 55 | 91.7 | 39.0 | 57.8 |
| Guilford,..... | 2,780 | 487 | 434 | 374 | 336 | 45 | 20 | 46 | 6 | 285 | 286 | 89.1 | 58.6 | 80.4 |
| Hamden,..... | 3,882 | 888 | 670 | 597 | 520 | 7 | 19 | 139 | 27 | 434 | 370 | 75.4 | 45.2 | 71.9 |
| Madison,..... | 1,420 | 228 | 226 | 210 | 174 | .... | .... | 3 | .... | 166 | 130 | 99.1 | 64.9 | 76.0 |
| Meriden,..... | 25,423 | 6,139 | 4,723 | 3,871 | 3,632 | 102 | 638 | 1,045 | 67 | 3,128 | 2,038 | 76.9 | 49.4 | 80.8 |
| Middlebury,..... | 1,460 | 127 | 122 | 106 | 85 | 1 | .... | 6 | .... | 79 | 61 | 66.0 | 55.1 | 73.2 |
| Milford,..... | 740 | 127 | 523 | 475 | 434 | 16 | 64 | 169 | 5 | 381 | 350 | 70.6 | 49.3 | 80.4 |
| Naugatuck,..... | 6,218 | 1,431 | 1,647 | 1,332 | 1,260 | 10 | 25 | 110 | 10 | 990 | 884 | 115.0 | 65.4 | 72.2 |
| North Branford,..... | 825 | 177 | 155 | 144 | 126 | .... | .... | 3 | 3 | 100 | 90 | 87.5 | 55.3 | 72.5 |
| North Haven,..... | 1,862 | 359 | 338 | 302 | 270 | 1 | 29 | .... | 15 | 230 | 183 | 94.1 | 57.5 | 72.2 |
| Orange,..... | 4,537 | 1,076 | 985 | 870 | 829 | 22 | 3 | 86 | .... | 080 | 607 | 91.5 | 59.8 | 75.7 |
| Oxford,..... | 902 | 215 | 182 | 158 | 143 | .... | .... | 22 | 2 | 107 | 88 | 84.6 | 45.3 | 64.7 |
| Prospect,..... | 445 | 80 | 72 | 65 | 60 | .... | .... | 8 | 2 | 43 | 42 | 90.0 | 53.1 | 68.0 |
| Seymour,..... | 3,300 | 844 | 724 | 663 | 539 | 18 | 10 | 101 | 2 | 484 | 423 | 85.7 | 53.7 | 79.4 |
| Southbury,..... | 1,089 | 204 | 213 | 181 | 163 | 2 | 15 | 4 | 1 | 119 | 99 | 104.4 | 53.4 | 63.3 |
| Wallington,..... | 6,584 | 1,543 | 1,389 | 1,285 | 1,258 | 43 | 22 | 175 | 4 | 1,039 | 901 | 90.0 | 62.8 | 76.2 |
| Waterbury,..... | ..... | 841 | 698 | 564 | 532 | 2 | 35 | 89 | 10 | 403 | 388 | 82.9 | 47.0 | 72.1 |
| " " Centre,..... | ..... | 8,864 | 5,672 | 4,505 | 4,419 | 440 | 1,550 | 2,468 | 364 | 3,815 | 3,685 | 63.9 | 42.3 | 83.4 |
| " " complete,..... | 33,202 | 9,705 | 6,370 | 5,129 | 4,951 | 442 | 1,585 | 2,557 | 374 | 4,218 | 4,073 | 65.6 | 42.7 | 82.2 |
| Wolcott,..... | 522 | 144 | 132 | 110 | 95 | 2 | 3 | 13 | .... | 73 | 62 | 91.6 | 46.8 | 65.8 |
| Woodbridge,..... | 926 | 169 | 156 | 133 | 122 | 4 | 10 | 25 | .... | 89 | 78 | 92.3 | 49.4 | 65.4 |
| 26 Towns,..... | 209,058 | 49,637 | 39,717 | 32,243 | 31,057 | 1,357 | 4,687 | 9,059 | 833 | 26,843 | 25,468 | 80.0 | 52.6 | 82.6 |

NEW LONDON COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1892. | Registered. | | | | In Private
Schools. | In no School. | Between 2 and 14
in no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|------------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| New London,..... | 13,757 | 2,676 | 2,179 | 2,024 | 1,872 | 34 | 380 | 451 | 35 | 1,584 | 1,465 | 81.4 | 56.9 | 78.2 |
| Norwich Town,..... | ..... | 259 | 211 | 188 | 174 | 4 | 9 | 43 | 2 | 157 | 130 | 81.4 | 50.5 | 80.9 |
| " Central,..... | ..... | 1,534 | 1,125 | 1,030 | 969 | 25 | 287 | 147 | 7 | 878 | 849 | 73.3 | 56.2 | 86.3 |
| " West Chelsea,..... | ..... | ..... | 820 | 673 | 677 | ... | 41 | 122 | 4 | 542 | 544 | 88.9 | 58.8 | 80.4 |
| " other Districts,... | ..... | 2,429 | 1,305 | 1,108 | 1,114 | 3 | 660 | 427 | 22 | 917 | 911 | 53.7 | 37.6 | 82.2 |
| " complete,..... | 23,048 | 5,144 | 3,461 | 2,999 | 2,634 | 32 | 997 | 739 | 35 | 2,494 | 2,440 | 67.2 | 47.9 | 83.1 |
| Bozrah, | 1,005 | 208 | 223 | 179 | 161 | 1 | 2 | ... | ... | 123 | 110 | 107.2 | 56.0 | 68.5 |
| Colchester,..... | 2,988 | 656 | 585 | 523 | 469 | 4 | 3 | 7 | 1 | 409 | 359 | 89.1 | 58.5 | 77.4 |
| East Lyme,... | 2,048 | 387 | 306 | 330 | 300 | 5 | 9 | 16 | 2 | 264 | 212 | 102.3 | 61.4 | 75.5 |
| Franklin,..... | 585 | 113 | 118 | 94 | 86 | ... | 1 | 3 | 1 | 75 | 60 | 104.4 | 59.7 | 75.0 |
| Griswold,..... | 3,113 | 683 | 713 | 525 | 460 | 16 | 3 | 30 | 12 | 404 | 314 | 102.8 | 51.8 | 72.8 |
| Groton, | 5,539 | 314 | 309 | 922 | 838 | 24 | 6 | 99 | 3 | 731 | 606 | 93.3 | 61.8 | 75.9 |
| Lebanon,..... | 1,670 | 273 | 287 | 243 | 220 | 4 | ... | 15 | 2 | 201 | 164 | 98.4 | 58.1 | 75.2 |
| Ledyard,..... | 1,183 | 104 | 89 | 78 | 61 | 6 | ... | 8 | 4 | 159 | 145 | 105.1 | 55.6 | 67.7 |
| Lisbon, | 548 | 176 | 152 | 133 | 116 | 3 | 8 | 16 | 2 | 102 | 89 | 86.3 | 42.7 | 64.0 |
| Lyme,..... | 977 | 570 | 500 | 447 | 399 | ... | ... | 24 | 6 | 321 | 274 | 103.5 | 52.1 | 70.3 |
| Montville,..... | 2,344 | 329 | 324 | 275 | 259 | 1 | 17 | 9 | 3 | 217 | 189 | 98.4 | 61.7 | 76.0 |
| North Stonington,..... | 1,463 | 212 | 184 | 160 | 151 | 3 | 18 | 3 | ... | 112 | 98 | 86.7 | 49.5 | 67.5 |
| Old Lyme,..... | 1,319 | 635 | 625 | 515 | 457 | 10 | ... | 13 | 3 | 403 | 341 | 98.4 | 58.5 | 76.5 |
| Preston, | 2,555 | 99 | 97 | 86 | 69 | ... | ... | 4 | ... | 56 | 51 | 97.9 | 54.0 | 69.0 |
| Salem,..... | 481 | 352 | 300 | 233 | 200 | 2 | 95 | 38 | 2 | 181 | 150 | 85.2 | 47.0 | 76.4 |
| Sprague,..... | 1,106 | 1,494 | 1,204 | 1,062 | 973 | 33 | 301 | 73 | 9 | 821 | 696 | 80.5 | 50.7 | 74.5 |
| Stonington,..... | 7,184 | 276 | 234 | 206 | 210 | 4 | ... | 40 | 4 | 156 | 137 | 84.7 | 53.0 | 70.4 |
| Voluntown,..... | 1,060 | 629 | 521 | 464 | 373 | 8 | 45 | 69 | 3 | 324 | 251 | 82.8 | 45.7 | 68.6 |
| Waterford,..... | 2,661 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 Towns. | 76,634 | 16,421 | 13,600 | 11,763 | 10,814 | 210 | 1,885 | 1,666 | 128 | 9,185 | 8,192 | 82.8 | 52.9 | 76.9 |

FAIRFIELD COUNTY.

| TOWNS. | Population.
1890. | Enumerated
October,
1892. | Registered. | | | In
Private
Schools. | In no School. | Between 8 and 14
in no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|---------------------|----------------------|---------------------------------|------------------------|---------|---------|---------------------------|---------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | Winter. | Summer. | | | |
| Bridgeport,..... | 48,866 | 13,586 | 8,429 | 7,778 | 7,682 | 267 | 901 | 4,256 | 6,607 | 6,509 | 62.0 | 48.2 | 48.8 |
| Danbury,..... | 19,473 | 4,433 | 2,904 | 2,646 | 2,581 | 67 | 498 | 686 | 2,172 | 2,168 | 67.5 | 48.9 | 83.0 |
| Bethel,..... | 3,481 | 779 | 709 | 635 | 605 | 9 | 4 | 66 | 599 | 479 | 91.0 | 63.4 | 70.6 |
| Brookfield,..... | 2,989 | 211 | 207 | 184 | 186 | 1 | 6 | 26 | 105 | 103 | 98.1 | 49.2 | 56.2 |
| Darien,..... | 2,276 | 358 | 284 | 252 | 228 | 3 | 24 | 34 | 183 | 169 | 79.3 | 49.1 | 73.3 |
| Easton,..... | 1,601 | 152 | 150 | 122 | 121 | 3 | 11 | 4 | 277 | 80 | 98.6 | 51.6 | 64.6 |
| Fairfield,..... | 3,868 | 809 | 700 | 610 | 503 | 17 | 100 | 2 | 407 | 349 | 86.5 | 46.7 | 67.9 |
| Greenwich,..... | 10,131 | 2,073 | 1,356 | 1,201 | 1,025 | 17 | 390 | 419 | 1,820 | 734 | 65.4 | 37.4 | 69.8 |
| Huntington,..... | 4,006 | 954 | 850 | 732 | 698 | 20 | 60 | 190 | 15 | 503 | 505 | 52.8 | 70.4 |
| Monroe,..... | 994 | 179 | 156 | 150 | 122 | 1 | 1 | 30 | 5 | 94 | 82 | 87.1 | 49.1 |
| New Canaan,..... | 2,701 | 538 | 469 | 441 | 401 | 18 | 56 | 15 | 280 | 241 | 87.1 | 48.4 | 61.8 |
| New Fairfield,..... | 670 | 149 | 159 | 140 | 139 | ... | ... | 12 | 1 | 89 | 106.7 | 53.0 | 56.6 |
| Newtown,..... | 3,539 | 742 | 641 | 587 | 525 | 10 | 84 | 34 | 15 | 405 | 368 | 86.3 | 69.5 |
| Norwalk,..... | 17,747 | 3,847 | 3,049 | 2,440 | 2,440 | 49 | 513 | 379 | 52 | 1,981 | 79.2 | 52.3 | 82.5 |
| Redding,..... | 1,546 | 226 | 205 | 181 | 170 | ... | 5 | 16 | 4 | 2,047 | 90.7 | 57.6 | 58.9 |
| Ridgefield,..... | 2,235 | 432 | 434 | 381 | 379 | 11 | 5 | 19 | 3 | 256 | 100.4 | 57.6 | 65.5 |
| Sherman,..... | 668 | 129 | 118 | 104 | 77 | 8 | 8 | 4 | 62 | 50 | 91.4 | 43.4 | 61.8 |
| Stamford,..... | 15,700 | 3,640 | 2,837 | 2,385 | 2,190 | 103 | 504 | 795 | 1,684 | 1,675 | 77.7 | 46.0 | 73.4 |
| Stratford,..... | 2,608 | 530 | 436 | 390 | 368 | 20 | 50 | 66 | 10 | 285 | 82.2 | 52.2 | 73.6 |
| Trumbull,..... | 1,453 | 270 | 231 | 198 | 214 | ... | 4 | 39 | 10 | 168 | 82.7 | 46.8 | 62.8 |
| Weston,..... | 772 | 132 | 119 | 110 | 110 | 1 | 5 | 4 | 66 | 55 | 90.1 | 45.8 | 55.0 |
| Westport,..... | 3,715 | 798 | 587 | 502 | 443 | 13 | 57 | 72 | 352 | 307 | 73.5 | 41.2 | 69.7 |
| Wilton,..... | 1,722 | 345 | 314 | 286 | 272 | 7 | 7 | 4 | 135 | 143 | 91.0 | 47.5 | 59.4 |
| 23 Towns. | 150,081 | 35,330 | 25,434 | 22,449 | 21,479 | 645 | 3,383 | 7,179 | 17,438 | 16,794 | 71.9 | 48.4 | 77.9 |

WINDHAM COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1892. | Registered. | | | In Private
Schools. | In no School. | Between 8 and
14 | Average Attendance. | | Per Cent. who
attended some
part of the year. | Per ct. of attend-
ance on basis of
enumeration. | Per ct. of attend-
ance on basis of
registration. |
|------------------|----------------------|---------------------------------|------------------------|---------|---------|------------------------|---------------|---------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | Winter. | Summer. | | | |
| Brooklyn,..... | 2,628 | 620 | 323 | 256 | 208 | 13 | 170 | 140 | 16 | 205 | 168 | 52.0 | 80.3 |
| Ashford,..... | 778 | 121 | 152 | 144 | 103 | 9 | 1 | .. | 1 | 85 | 76 | 125.6 | 74.1 |
| Canterbury,..... | 947 | 184 | 201 | 181 | 144 | 3 | ... | 16 | 2 | 124 | 96 | 109.2 | 67.6 |
| Charlin,..... | 542 | 105 | 84 | 75 | 67 | 4 | ... | 8 | .. | 57 | 52 | 80.0 | 51.9 |
| Eastford,..... | 561 | 132 | 136 | 122 | 102 | 2 | ... | 9 | .. | 90 | 81 | 103.0 | 76.3 |
| Hampton,..... | 632 | 135 | 137 | 121 | 81 | 8 | ... | .. | .. | 97 | 64 | 101.4 | 79.7 |
| Killingly,..... | 7,027 | 1,540 | 1,287 | 1,093 | 1,020 | 5 | 199 | 59 | 10 | 862 | 737 | 83.5 | 75.6 |
| Plainfield,..... | 4,582 | 1,054 | 932 | 745 | 606 | 20 | 57 | 79 | 18 | 577 | 458 | 88.4 | 76.6 |
| Pomfret,..... | 1,471 | 295 | 263 | 234 | 193 | 8 | 3 | 25 | .. | 171 | 145 | 59.1 | 53.5 |
| Putnam,..... | 6,512 | 1,464 | 688 | 653 | 575 | .. | 633 | 206 | 41 | 513 | 444 | 40.9 | 32.6 |
| Scotland,..... | 506 | 89 | 97 | 80 | 73 | 4 | ... | .. | .. | 66 | 56 | 108.9 | 79.7 |
| Sterling,..... | 1,051 | 278 | 291 | 231 | 227 | 2 | 3 | 13 | 3 | 158 | 154 | 104.6 | 68.1 |
| Thompson,..... | 5,580 | 1,417 | 672 | 530 | 496 | 8 | 471 | 294 | 19 | 379 | 345 | 47.4 | 25.5 |
| Windham,..... | 10,032 | 1,972 | 1,280 | 1,022 | 930 | 69 | 759 | 138 | 18 | 820 | 687 | 64.9 | 77.2 |
| Woodstock,..... | 2,309 | 501 | 436 | 387 | 313 | 14 | 11 | 21 | 1 | 326 | 259 | 87.0 | 83.5 |
| 15 Towns. | 45,158 | 9,907 | 6,979 | 5,844 | 5,138 | 169 | 2,308 | 1,008 | 129 | 4,530 | 3,822 | 70.4 | 76.0 |

LITCHFIELD COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1892. | Registered. | | | In Private
Schools. | Between 8 and 14
In no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|--------------------|----------------------|---------------------------------|------------------------|---------|---------|------------------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | Winter. | Summer. | | | |
| Litchfield,..... | 3,304 | 627 | 583 | 484 | 400 | 19 | 26 | 378 | 368 | 92.9 | 50.4 | 76.5 |
| Barkhamsted,..... | 1,130 | 230 | 217 | 156 | 140 | 10 | 5 | 116 | 90 | 94.3 | 44.7 | 69.5 |
| Bethlehem,..... | 543 | 94 | 111 | 81 | 57 | ... | 1 | ... | 42 | 118.0 | 53.7 | 73.1 |
| Bridgewater,..... | 617 | 109 | 105 | 97 | 73 | ... | 2 | 69 | 55 | 96.3 | 59.8 | 72.9 |
| Canaan,..... | 970 | 179 | 167 | 134 | 131 | 1 | 6 | 92 | 91 | 93.2 | 51.1 | 69.0 |
| Colebrook,..... | 1,098 | 230 | 206 | 176 | 149 | 3 | ... | 120 | 100 | 89.5 | 47.8 | 67.6 |
| Cornwall,..... | 1,283 | 290 | 287 | 240 | 215 | 1 | 4 | 160 | 160 | 98.9 | 60.3 | 70.9 |
| Goshen,..... | 972 | 471 | 144 | 123 | 101 | 5 | 17 | 86 | 74 | 84.2 | 46.7 | 71.4 |
| Harwinton,..... | 923 | 223 | 226 | 175 | 164 | 2 | ... | 137 | 124 | 101.3 | 58.5 | 75.9 |
| Kent,..... | 1,383 | 268 | 262 | 231 | 204 | 17 | 15 | 269 | 139 | 97.7 | 57.4 | 70.8 |
| Morris,..... | 554 | 126 | 156 | 120 | 108 | 2 | ... | 86 | 81 | 123.8 | 66.2 | 73.2 |
| New Hartford,..... | 3,100 | 854 | 444 | 354 | 331 | 3 | 265 | 251 | 235 | 51.9 | 28.4 | 70.9 |
| New Milford,..... | 3,917 | 807 | 794 | 623 | 524 | 13 | 57 | 349 | 293 | 94.6 | 39.7 | 55.9 |
| Norfolk,..... | 1,546 | 340 | 302 | 255 | 214 | 1 | 25 | 183 | 160 | 88.8 | 50.4 | 73.1 |
| North Canaan,..... | 1,683 | 331 | 314 | 260 | 231 | 5 | 34 | 190 | 190 | 94.8 | 50.9 | 68.6 |
| Plymouth,..... | 2,147 | 422 | 463 | 365 | 366 | 11 | ... | 294 | 291 | 100.7 | 69.3 | 80.0 |
| Roxbury,..... | 936 | 195 | 189 | 156 | 134 | 2 | 11 | 112 | 77 | 96.9 | 48.4 | 65.1 |
| Salisbury,..... | 3,420 | 828 | 797 | 554 | 500 | 6 | 130 | 356 | 336 | 85.3 | 41.7 | 65.6 |
| Sharon,..... | 2,149 | 397 | 409 | 356 | 311 | 12 | 23 | 257 | 222 | 103.0 | 60.3 | 71.8 |
| Thompson,..... | 6,048 | 761 | 710 | 609 | 606 | 18 | 12 | 545 | 516 | 93.2 | 69.7 | 87.3 |
| Torrington,..... | 4,559 | 1,515 | 1,177 | 1,272 | 1,177 | 70 | 308 | 1,013 | 952 | 97.1 | 63.0 | 80.2 |
| Warren,..... | 477 | 111 | 87 | 76 | 72 | 1 | 2 | 46 | 36 | 78.3 | 43.4 | 62.1 |
| Washington,..... | 1,633 | 325 | 315 | 262 | 250 | 8 | 23 | 185 | 180 | 96.9 | 56.1 | 71.2 |
| Watertown,..... | 2,323 | 443 | 413 | 345 | 320 | 7 | 12 | 238 | 227 | 93.2 | 52.4 | 68.9 |
| Winchester,..... | 6,163 | 1,392 | 1,001 | 809 | 746 | 35 | 343 | 640 | 622 | 71.9 | 45.5 | 81.4 |
| Woodbury,..... | 1,855 | 370 | 320 | 273 | 228 | 6 | 30 | 190 | 158 | 86.4 | 47.0 | 69.4 |
| 26 Towns. | 53,542 | 11,682 | 10,417 | 8,586 | 7,851 | 258 | 1,041 | 6,351 | 5,791 | 89.1 | 51.9 | 73.8 |

MIDDLESEX COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1892. | Registered. | | | In no School.
Between 8 and 14 | Average Attendance. | | Per cent. who
attended some
part of the year. | Per ct. of attend-
ance on basis of
enumeration. | Per ct. of attend-
ance on basis of
registration. |
|--------------------------|----------------------|---------------------------------|------------------------|---------|---------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | Winter. | Summer. | | | |
| Middletown, ..... | ..... | 1,062 | 862 | 777 | 711 | ..... | 373 | 347 | 81.1 | 33.8 | 48.3 |
| " City, ..... | ..... | 1,741 | 1,134 | 1,048 | 984 | 101 | 909 | 848 | 65.1 | 50.4 | 86.4 |
| " Indust'l School, ..... | ..... | 100 | 372 | 265 | 256 | 264 | 188 | 171 | ..... | ..... | ..... |
| " complete, | 15,205 | 2,903 | 2,368 | 2,090 | 1,951 | 365 | 1,470 | 1,366 | 81.5 | 48.8 | 70.1 |
| Haddam, | 2,095 | 429 | 362 | 304 | 259 | 8 | 206 | 160 | 84.3 | 42.6 | 65.0 |
| Chatham, | 1,949 | 373 | 353 | 310 | 274 | 8 | 232 | 198 | 94.6 | 57.6 | 73.6 |
| Chester, | 1,301 | 273 | 238 | 226 | 207 | 3 | 166 | 153 | 87.1 | 58.4 | 73.6 |
| Clinton, | 1,384 | 226 | 22 | 21 | 17 | ..... | 15 | 12 | 9.7 | 5.9 | 71.0 |
| Cromwell, | 1,987 | 474 | 499 | 392 | 352 | 5 | 285 | 258 | 103.2 | 57.2 | 72.9 |
| Durham, | 856 | 143 | 145 | 130 | 105 | 7 | 91 | 72 | 101.3 | 56.9 | 69.3 |
| East Haddam, | 2,599 | 452 | 435 | 404 | 350 | 3 | 320 | 247 | 96.2 | 62.7 | 75.2 |
| Essex, | 2,035 | 368 | 318 | 303 | 267 | 1 | 234 | 197 | 86.4 | 58.5 | 75.6 |
| Killingworth, | 582 | 116 | 101 | 94 | 82 | 2 | 66 | 58 | 87.0 | 53.4 | 70.4 |
| Middlefield, | 1,902 | 193 | 174 | 154 | 141 | 1 | 118 | 104 | 90.1 | 57.5 | 75.2 |
| Old Saybrook, | 1,484 | 269 | 333 | 283 | 204 | 15 | 219 | 147 | 123.7 | 68.0 | 75.1 |
| Portland, | 4,687 | 1,092 | 660 | 578 | 521 | 12 | 471 | 443 | 60.4 | 41.8 | 83.1 |
| Saybrook, | 1,484 | 264 | 248 | 227 | 221 | 4 | 178 | 189 | 93.9 | 69.5 | 81.9 |
| Westbrook, | 874 | 161 | 136 | 115 | 107 | ..... | 82 | 74 | 84.4 | 48.4 | 70.2 |
| 15 Towns. | 39,524 | 7,736 | 6,392 | 5,631 | 5,058 | 434 | 4,153 | 3,678 | 82.6 | 50.6 | 73.3 |

TOLLAND COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1892. | Different
Scholars. | Registered. | | | In no School. | Between 8 and 14 | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|-------------------|----------------------|---------------------------------|------------------------|-------------|---------|-------------|---------------|------------------|---------------------|---------|---|--|---|
| | | | | Winter. | Summer. | Over
16. | | | Winter. | Summer. | | | |
| Tolland, | 1,037 | 211 | 209 | 166 | 156 | 2 | 10 | 4 | 125 | 113 | 99.0 | 56.3 | 73.9 |
| Andover, | 401 | 60 | 53 | 40 | 31 | 2 | 4 | 1 | 28 | 22 | 88.3 | 41.6 | 70.4 |
| Bolton, | 452 | 99 | 88 | 70 | 63 | 3 | ... | 9 | 52 | 45 | 88.0 | 48.9 | 72.9 |
| Columbia, | 740 | 167 | 167 | 146 | 119 | 4 | 5 | 22 | 168 | 96 | 100.0 | 61.0 | 76.9 |
| Coventry, | 1,875 | 370 | 342 | 292 | 243 | 16 | 6 | 12 | 241 | 200 | 92.4 | 59.5 | 82.4 |
| Ellington, | 1,539 | 340 | 227 | 197 | 175 | 5 | 35 | 49 | 150 | 133 | 66.7 | 41.6 | 76.0 |
| Hebron, | 1,939 | 203 | 211 | 174 | 174 | 1 | 2 | 26 | 129 | 111 | 103.9 | 59.1 | 68.9 |
| Mansfield, | 1,911 | 380 | 348 | 307 | 257 | 2 | 4 | 24 | 211 | 104 | 91.5 | 57.2 | 77.1 |
| Somers, | 1,407 | 314 | 345 | 285 | 247 | 1 | 18 | 23 | 230 | 178 | 109.8 | 63.3 | 74.8 |
| Stafford, | 4,535 | 985 | 723 | 610 | 580 | 26 | 246 | 29 | 494 | 473 | 73.4 | 49.8 | 81.2 |
| Union, | 8,868 | 76 | 75 | 63 | 58 | 3 | ... | ... | 43 | 43 | 98.6 | 59.8 | 75.2 |
| Vernon, | 2,659 | 194 | 1,589 | 1,288 | 1,249 | 70 | 405 | 297 | 1,093 | 1,061 | 73.2 | 52.3 | 84.9 |
| Willington, | 906 | 194 | 186 | 158 | 127 | 2 | 4 | 21 | 121 | 96 | 95.8 | 55.9 | 76.1 |
| 13 Towns. | 25,081 | 5,458 | 4,483 | 3,794 | 3,479 | 137 | 739 | 508 | 3,050 | 2,765 | 82.1 | 53.2 | 79.9 |

SUMMARY BY COUNTIES.

| COUNTIES. | Population,
1890. | Enumerated
October,
1892. | Registered. | | | | In Private
Schools. | In no School. | Between 8 and 14
in no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per ct. of attend-
ance on basis of
enumeration. | Per ct. of attend-
ance on basis of
registration. |
|-------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| | | | | | | | | | | | | | | |
| Hartford..... | 147,180 | 31,638 | 26,215 | 22,274 | 20,923 | 953 | 5,861 | 3,127 | 382 | 17,870 | 16,581 | 82.8 | 54.4 | 79.7 |
| New Haven, | 209,058 | 49,637 | 39,717 | 32,243 | 31,057 | 1,357 | 4,687 | 9,059 | 833 | 26,843 | 25,468 | 80.0 | 52.6 | 82.6 |
| New London, | 76,634 | 16,421 | 13,600 | 11,763 | 10,814 | 210 | 1,885 | 1,666 | 128 | 9,185 | 8,192 | 82.8 | 52.9 | 76.9 |
| Fairfield, | 150,081 | 35,330 | 25,434 | 22,449 | 21,479 | 645 | 3,383 | 7,179 | 1,074 | 17,438 | 16,794 | 71.9 | 48.4 | 77.9 |
| Windham, | 45,158 | 9,907 | 6,979 | 5,844 | 5,138 | 169 | 2,308 | 1,008 | 129 | 4,530 | 3,822 | 70.4 | 42.1 | 76.0 |
| Litchfield, | 53,542 | 11,682 | 10,417 | 8,586 | 7,851 | 258 | 1,041 | 1,090 | 105 | 6,351 | 5,791 | 89.1 | 51.9 | 73.8 |
| Middlesex, | 39,524 | 7,736 | 6,392 | 5,631 | 5,058 | 434 | 1,077 | 774 | 75 | 4,153 | 3,678 | 82.6 | 50.6 | 73.3 |
| Tolland, | 25,081 | 5,458 | 4,483 | 3,794 | 3,479 | 137 | 739 | 508 | 49 | 3,050 | 2,765 | 82.1 | 53.2 | 79.9 |
| The State. | 746,258 | 167,809 | 133,237 | 112,584 | 105,799 | 4,163 | 20,981 | 24,411 | 2,775 | 89,420 | 83,091 | 79.3 | 51.4 | 78.9 |

HARTFORD COUNTY.

| TOWNS. | Male. | | Female | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|----------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|---|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | | | | | | | | | | | | | | |
| Hartford, | 31 | 31 | 187 | 187 | \$130 29 | \$59 72 | ..... | ..... | ..... | ..... | 218 | 5 | 83 | .. |
| Avon, | .. | .. | 7 | 7 | ..... | 28 28 | ..... | ..... | ..... | ..... | 6 | 3 | 2 | 1 |
| Berlin, | .. | .. | 13 | 13 | ..... | 36 07 | ..... | ..... | ..... | ..... | 13 | .. | 3 | .. |
| Bloomfield, | .. | .. | 8 | 8 | ..... | 31 72 | ..... | ..... | ..... | ..... | 38 | 4 | 3 | .. |
| Bristol, | 5 | 5 | 35 | 36 | 112 00 | 47 82 | ..... | ..... | ..... | ..... | 36 | 5 | 25 | .. |
| Burlington, | .. | .. | 9 | 9 | ..... | 26 88 | ..... | ..... | ..... | 2 | 8 | 3 | 3 | .. |
| Canton, | 2 | 2 | 13 | 14 | 103 21 | 38 08 | ..... | ..... | ..... | ..... | 15 | 1 | .. | .. |
| East Granby, | .. | .. | 6 | 5 | ..... | 25 84 | ..... | 1 | ..... | ..... | 5 | 2 | 3 | .. |
| East Hartford, | 3 | 3 | 20 | 21 | 66 96 | 33 31 | ..... | ..... | ..... | 2 | 24 | 5 | 7 | .. |
| East Windsor, | 2 | 2 | 15 | 15 | 70 00 | 32 80 | ..... | ..... | ..... | ..... | 15 | 1 | 4 | .. |
| Enfield, | 2 | 2 | 30 | 30 | 124 50 | 36 66 | ..... | ..... | ..... | ..... | 32 | 3 | 17 | 1 |
| Farmington, | 2 | 2 | 15 | 15 | 114 44 | 39 86 | ..... | ..... | ..... | ..... | 12 | 2 | 5 | .. |
| Glastonbury, | .. | 1 | 22 | 21 | 26 00 | 29 60 | ..... | ..... | ..... | ..... | 16 | 2 | 1 | 1 |
| Granby, | .. | .. | 11 | 11 | ..... | 26 40 | ..... | 2 | ..... | ..... | 11 | 1 | .. | .. |
| Harland, | 1 | 1 | 7 | 7 | 30 00 | 20 28 | ..... | 6 | ..... | 1 | 31 | 1 | .. | .. |
| Manchester, | 2 | 2 | 29 | 29 | 161 82 | 46 64 | ..... | ..... | ..... | ..... | .. | 2 | 20 | .. |
| Marlborough, | .. | .. | 4 | 4 | ..... | 24 33 | ..... | 1 | ..... | 1 | 2 | 3 | 30 | .. |
| New Britain, | 4 | 4 | 48 | 50 | 153 00 | 45 00 | ..... | ..... | ..... | ..... | 54 | .. | .. | .. |
| Newington, | .. | .. | 4 | 4 | ..... | 35 40 | ..... | ..... | ..... | ..... | 4 | 1 | 1 | .. |
| Plainville, | 1 | 1 | 7 | 7 | 115 76 | 40 00 | ..... | 1 | ..... | ..... | 8 | .. | 2 | .. |
| Rocky Hill, | .. | .. | 5 | 5 | ..... | 29 00 | ..... | ..... | ..... | ..... | 4 | 1 | 3 | .. |
| Simsbury, | 2 | 2 | 11 | 11 | 31 00 | 30 45 | ..... | ..... | ..... | ..... | 2 | 6 | 2 | .. |
| Southington, | 5 | 5 | 23 | 23 | 100 55 | 42 10 | ..... | ..... | ..... | ..... | 27 | 2 | 3 | .. |
| South Windsor, | 1 | 1 | 11 | 11 | 32 00 | 37 81 | ..... | ..... | ..... | ..... | 10 | 2 | 8 | .. |
| Suffield, | 1 | 2 | 17 | 16 | 37 33 | 35 26 | ..... | ..... | ..... | ..... | 13 | .. | 9 | .. |
| West Hartford, | 1 | 1 | 12 | 12 | 120 00 | 40 00 | ..... | ..... | ..... | ..... | 6 | .. | 7 | .. |
| Wethersfield, | 1 | 1 | 7 | 7 | 100 00 | 30 02 | ..... | ..... | ..... | ..... | 15 | 3 | 6 | .. |
| Windsor, | 2 | 2 | 14 | 14 | 74 44 | 40 85 | ..... | 1 | ..... | ..... | 6 | .. | 3 | .. |
| Windsor Locks, | 1 | 1 | 5 | 5 | 105 28 | 42 00 | ..... | ..... | ..... | ..... | 6 | .. | 3 | .. |
| 29 Towns. | 69 | 71 | 595 | 597 | \$112 07 | \$44 66 | ..... | 12 | ..... | 6 | 608 | 55 | 262 | 3 |

TEACHERS.

31

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|----------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| New Haven City,..... | 21 | 21 | 339 | 339 | \$109 00 | \$54 00 | .. | .. | .. | .. | 369 | 23 | 192 | .. |
| " Westville,..... | 1 | 1 | 7 | 7 | 110 00 | 48 58 | .. | .. | .. | .. | 8 | .. | 1 | .. |
| " South,..... | .. | .. | 1 | 1 | ..... | 40 00 | .. | .. | .. | .. | 1 | .. | .. | .. |
| " complete,..... | 22 | 22 | 347 | 347 | \$104 00 | \$53 85 | .. | .. | .. | .. | 69 | 24 | 193 | .. |
| Ansonia,..... | 3 | 3 | 39 | 39 | 136 60 | 40 00 | .. | .. | .. | .. | 42 | 4 | 8 | .. |
| Beacon Falls,..... | .. | .. | 3 | 3 | ..... | 30 66 | .. | .. | .. | .. | 3 | 1 | .. | .. |
| Bethany,..... | 1 | 1 | 4 | 4 | 28 00 | 29 50 | .. | .. | .. | .. | 5 | 3 | 1 | .. |
| Branford,..... | 1 | 1 | 17 | 17 | 115 78 | 32 26 | .. | .. | .. | .. | 18 | 1 | 2 | .. |
| Cheshire,..... | 1 | 1 | 11 | 11 | 36 71 | 30 00 | .. | .. | .. | .. | 4 | 3 | .. | .. |
| Derby,..... | 3 | 3 | 18 | 18 | 85 00 | 49 53 | .. | .. | .. | .. | 20 | 1 | 3 | .. |
| East Haven,..... | .. | .. | 3 | 3 | ..... | 34 66 | .. | .. | .. | .. | 3 | 1 | .. | .. |
| Guilford,..... | 1 | 1 | 11 | 11 | 100 00 | 34 86 | .. | .. | .. | .. | 7 | 3 | 1 | .. |
| Hamden,..... | 1 | 1 | 15 | 15 | 32 00 | 31 73 | .. | .. | .. | .. | 14 | 3 | 1 | .. |
| Madison,..... | 2 | 2 | 11 | 11 | 29 50 | 32 21 | .. | .. | .. | .. | 10 | 3 | 1 | .. |
| Meriden,..... | 10 | 10 | 86 | 86 | 140 00 | 40 11 | .. | .. | .. | .. | 81 | 5 | 28 | .. |
| Middlebury,..... | 1 | 1 | 3 | 4 | 28 84 | 30 41 | .. | .. | .. | .. | 3 | 3 | .. | .. |
| Millford,..... | 1 | 1 | 11 | 11 | 126 31 | 31 81 | .. | .. | .. | .. | 11 | 1 | 2 | .. |
| Naugatuck,..... | 2 | 2 | 27 | 27 | 150 00 | 45 86 | .. | .. | .. | .. | 26 | 1 | 9 | .. |
| North Branford,..... | .. | .. | 7 | 6 | ..... | 30 92 | .. | 1 | .. | .. | 5 | .. | .. | .. |
| North Haven,..... | .. | .. | 10 | 10 | ..... | 36 53 | .. | .. | .. | .. | 9 | 2 | .. | .. |
| Orange,..... | 1 | 1 | 21 | 21 | 150 00 | 38 97 | .. | .. | .. | .. | 19 | 5 | 7 | .. |
| Oxford,..... | .. | .. | 10 | 10 | 24 00 | 24 00 | .. | 10 | .. | .. | 10 | 3 | .. | .. |
| Prospect,..... | .. | .. | 4 | 4 | ..... | 27 50 | .. | .. | .. | .. | 4 | 2 | .. | .. |
| Seymour,..... | 1 | 1 | 14 | 14 | 140 00 | 39 71 | .. | .. | .. | .. | 16 | .. | 9 | .. |
| Southbury,..... | .. | .. | 8 | 8 | ..... | 26 22 | .. | .. | .. | .. | 6 | 1 | .. | .. |
| Wallingford,..... | 2 | 2 | 32 | 32 | 127 00 | 41 37 | .. | .. | .. | .. | 34 | 1 | 10 | .. |
| Waterbury,..... | .. | .. | 16 | 16 | ..... | 40 00 | .. | .. | .. | .. | 12 | 8 | 3 | .. |
| " Centre,..... | 7 | 8 | 102 | 103 | 123 00 | 51 74 | .. | .. | .. | .. | 101 | 11 | 23 | .. |
| " complete,..... | 7 | 8 | 118 | 119 | \$123 00 | \$50 15 | .. | .. | .. | .. | 113 | 19 | 26 | .. |
| Wolcott,..... | .. | .. | 6 | 6 | ..... | 24 00 | .. | 6 | .. | .. | 3 | 3 | .. | .. |
| Woodbridge,..... | .. | .. | 6 | 6 | ..... | 36 00 | .. | .. | .. | .. | 5 | .. | 2 | 3 |
| 26 Towns. | 60 | 59 | 842 | 843 | \$143 47 | \$46 96 | .. | 11 | ..... | 13 | 840 | 91 | 302 | 3 |

NEW LONDON COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|------------------------|---------|---------|---------|---------|--------------------------|----------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | | | | | | | | | | | | | | |
| New London..... | 2 | 2 | 49 | 49 | \$105 00 | \$144 00 | .. | .. | .. | .. | 51 | 2 | 3 | .. |
| Norwich Town..... | 1 | 1 | 4 | 4 | 80 00 | 80 00 | .. | .. | .. | .. | 5 | .. | 1 | .. |
| " Central..... | 2 | 2 | 20 | 20 | 130 00 | 50 00 | .. | .. | .. | .. | 30 | .. | 7 | .. |
| " West Chelsea..... | 1 | 1 | 18 | 18 | 100 00 | 34 22 | .. | .. | .. | .. | 18 | .. | 4 | .. |
| " other Districts..... | 3 | 3 | 31 | 31 | 113 33 | 30 57 | .. | .. | .. | .. | 29 | 4 | 12 | .. |
| " complete..... | 7 | 7 | 82 | 82 | 111 42 | 40 73 | .. | .. | .. | .. | 82 | 5 | 24 | .. |
| Bozrah..... | 1 | .. | 6 | 7 | 30 00 | 27 00 | .. | .. | .. | .. | 7 | .. | 2 | .. |
| Colchester..... | 2 | 1 | 16 | 17 | 31 33 | 31 85 | .. | 1 | .. | 7 | 17 | 2 | 5 | .. |
| East Lyme..... | 3 | 2 | 8 | 9 | 48 23 | 29 65 | .. | .. | 1 | 2 | 4 | 1 | 1 | .. |
| Franklin..... | 3 | .. | 5 | 7 | 32 00 | 26 00 | .. | .. | .. | .. | 4 | 4 | 1 | .. |
| Griswold..... | 4 | .. | 14 | 16 | 53 90 | 30 25 | .. | 1 | .. | 9 | 17 | .. | 1 | .. |
| Groton..... | 6 | 5 | 18 | 18 | 64 30 | 36 82 | .. | .. | .. | 2 | 22 | 1 | 10 | .. |
| Lebanon..... | 4 | .. | 11 | 14 | 30 50 | 29 02 | .. | .. | .. | 4 | 10 | 1 | 5 | .. |
| Ledyard..... | 3 | .. | 9 | 12 | 25 33 | 18 95 | .. | 7 | 2 | 5 | 8 | 1 | .. | .. |
| Lisbon..... | 2 | 2 | 4 | 4 | 20 00 | 19 25 | 2 | 4 | .. | .. | 6 | 3 | .. | .. |
| Lyme..... | 2 | .. | 5 | 7 | 24 59 | 21 83 | .. | 3 | 2 | 4 | 2 | .. | .. | .. |
| Montville..... | 3 | .. | 11 | 13 | 50 62 | 28 49 | .. | .. | .. | 5 | 9 | .. | .. | .. |
| North Stonington..... | 4 | 2 | 9 | 10 | 27 82 | 26 65 | .. | 1 | .. | 4 | 12 | 9 | .. | .. |
| Old Lyme..... | 3 | .. | 5 | 8 | 30 59 | 25 81 | .. | 2 | .. | 1 | 4 | 2 | .. | .. |
| Preston..... | 7 | 3 | 10 | 14 | 42 60 | 23 36 | .. | 6 | 1 | 2 | 17 | .. | 3 | .. |
| Salem..... | 1 | .. | 6 | 6 | 22 50 | 19 34 | .. | 6 | 1 | 1 | 3 | 1 | 3 | .. |
| Sprague..... | 1 | .. | 6 | 6 | 65 00 | 19 34 | .. | .. | .. | .. | 4 | .. | 3 | .. |
| Stonington..... | 6 | 6 | 26 | 27 | 37 68 | 37 33 | .. | .. | 1 | .. | 29 | 6 | 7 | .. |
| Voluntown..... | 2 | 1 | 8 | 8 | 30 52 | 25 75 | .. | .. | 1 | 3 | 8 | 1 | 5 | .. |
| Waterford..... | 5 | 4 | 9 | 11 | 35 44 | 30 91 | .. | .. | .. | 1 | 10 | 2 | .. | .. |
| 21 Towns..... | 72 | 42 | 317 | 343 | \$55 51 | \$33 45 | 2 | 31 | 10 | 54 | 326 | 42 | 73 | 3 |

FAIRFIELD COUNTY.

U *

TOWNS.

| | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|---------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Bridgeport,..... | 8 | 9 | 162 | 162 | \$150 00 | \$49 39 | .. | .. | .. | .. | 166 | 14 | 32 | .. |
| Danbury,..... | 4 | 4 | 59 | 59 | 102 00 | 43 73 | .. | .. | .. | .. | 56 | 5 | 4 | .. |
| Bethel,..... | 1 | 1 | 15 | 15 | 95 00 | 39 42 | .. | .. | .. | .. | 15 | 1 | 1 | 1 |
| Brookfield,..... | 2 | 1 | 6 | 7 | 33 33 | 29 66 | .. | 1 | .. | .. | 7 | 2 | 1 | .. |
| Darien,..... | 4 | 4 | 2 | 2 | 57 50 | 50 00 | .. | .. | .. | .. | 5 | .. | .. | 1 |
| Easton,..... | 2 | 2 | 6 | 6 | 23 50 | 22 47 | .. | .. | 2 | 7 | 8 | .. | .. | 1 |
| Fairfield,..... | 6 | 6 | 14 | 12 | 62 00 | 39 23 | .. | .. | .. | .. | 18 | .. | .. | 1 |
| Greenwich,..... | 4 | 3 | 27 | 28 | 61 14 | 38 43 | .. | .. | .. | .. | 30 | 5 | 14 | .. |
| Huntington,..... | 1 | 2 | 20 | 20 | 97 62 | 38 35 | .. | .. | .. | .. | 15 | 4 | 1 | .. |
| Monroe,..... | 1 | 1 | 6 | 6 | 29 80 | 30 33 | .. | .. | .. | .. | 6 | .. | .. | .. |
| New Canaan,..... | 1 | 1 | 14 | 14 | 90 00 | 29 17 | .. | .. | .. | .. | 11 | 4 | 1 | .. |
| New Fairfield,..... | 1 | 1 | 6 | 6 | 32 00 | 27 50 | .. | .. | .. | .. | 5 | 3 | .. | .. |
| Newtown,..... | 3 | 3 | 19 | 19 | 46 66 | 29 35 | .. | .. | .. | .. | 22 | .. | 2 | .. |
| Norwalk,..... | 9 | 9 | 51 | 51 | 95 33 | 46 37 | .. | 1 | .. | 3 | 11 | 1 | 1 | .. |
| Redding,..... | .. | .. | 8 | 8 | ..... | 25 25 | .. | .. | .. | .. | 57 | 4 | 25 | .. |
| Ridgefield,..... | 1 | 2 | 14 | 14 | 41 66 | 31 02 | .. | .. | .. | 5 | 6 | 2 | .. | .. |
| Sherman,..... | 1 | 1 | 5 | 5 | 24 20 | 24 72 | .. | .. | 1 | 3 | 15 | .. | .. | .. |
| Stamford,..... | 8 | 8 | 57 | 56 | 105 50 | 47 76 | .. | .. | .. | .. | 5 | .. | .. | .. |
| Stratford,..... | 1 | 1 | 8 | 8 | 120 00 | 40 37 | .. | .. | .. | .. | 61 | 2 | 40 | .. |
| Trumbull,..... | 1 | 1 | 6 | 6 | 40 00 | 32 25 | .. | .. | .. | .. | 9 | 1 | 1 | .. |
| Weston,..... | 3 | 3 | 2 | 2 | 36 00 | 23 00 | .. | 1 | 1 | 1 | 5 | .. | .. | 1 |
| Westport,..... | 1 | 1 | 12 | 11 | 45 00 | 40 82 | .. | .. | .. | .. | 10 | 2 | 4 | 1 |
| Wilton,..... | 3 | 3 | 7 | 7 | 32 50 | 26 46 | .. | 1 | .. | .. | 10 | 2 | 1 | .. |
| 23 Towns. | 66 | 64 | 525 | 524 | \$78 50 | \$43 32 | .. | 5 | 4 | 25 | 549 | 52 | 133 | 5 |

WINDHAM COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | | | | | | | | | | | | | | |
| Brooklyn,..... | 2 | 1 | 8 | 9 | \$63 51 | \$35 72 | .. | .. | .. | 1 | 9 | 2 | 3 | .. |
| Ashtford,..... | 2 | 1 | 8 | 9 | 20 22 | 19 39 | 2 | 10 | .. | .. | 9 | 1 | 1 | .. |
| Canterbury,..... | .. | .. | 11 | 11 | ..... | 21 58 | .. | 2 | .. | 9 | 9 | 6 | 2 | .. |
| Chaplin,..... | .. | .. | 2 | 2 | ..... | 31 00 | .. | .. | .. | .. | 2 | .. | 1 | .. |
| Eastford,..... | 1 | 1 | 5 | 5 | 23 46 | 22 84 | .. | .. | 1 | 3 | 6 | .. | 1 | .. |
| Hampton,..... | 4 | .. | 3 | 7 | 25 03 | 21 03 | .. | 4 | 2 | 3 | 3 | 3 | 2 | .. |
| Killingly,..... | 9 | 9 | 26 | 26 | 71 31 | 37 08 | .. | .. | .. | 1 | 32 | 2 | 5 | .. |
| Plainfield,..... | 4 | 3 | 17 | 18 | 57 81 | 32 02 | .. | .. | .. | 1 | 19 | 2 | 3 | .. |
| Pomfret,..... | 3 | 2 | 5 | 6 | 40 80 | 29 72 | .. | .. | .. | 2 | 8 | 1 | 2 | .. |
| Punam,..... | 2 | 2 | 17 | 17 | 120 27 | 40 76 | .. | .. | .. | .. | 19 | 2 | .. | .. |
| Scotland,..... | .. | .. | 5 | 5 | ..... | 24 97 | .. | .. | .. | 3 | 4 | 5 | 4 | .. |
| Sterling,..... | 4 | 2 | 4 | 6 | 33 66 | 22 59 | .. | 1 | .. | 5 | 9 | 3 | 2 | .. |
| Thompson,..... | 4 | 4 | 14 | 14 | 42 00 | 37 90 | .. | .. | .. | .. | 18 | 6 | 3 | .. |
| Windham,..... | 5 | 5 | 37 | 37 | 110 71 | 49 21 | .. | .. | .. | .. | 36 | 6 | 23 | .. |
| Woodstock,..... | 7 | 2 | 9 | 13 | 31 99 | 26 32 | .. | 1 | .. | 6 | 7 | 3 | 1 | .. |
| 15 Towns. | 44 | 29 | 171 | 185 | \$58 58 | \$35 09 | 2 | 19 | 3 | 39 | 188 | 38 | 50 | 1 |

LITCHFIELD COUNTY.

TEACHERS.

35

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|---------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | | | | | | | | | | | | | | |
| Litchfield, | 2 | 2 | 14 | 19 | \$60 00 | 06 00 | .. | .. | .. | .. | 17 | 9 | 3 | .. |
| Barkhamsted, | .. | .. | 10 | 10 | ..... | 22 00 | .. | 10 | .. | .. | 7 | 5 | .. | 1 |
| Bethlehem, | 1 | .. | 4 | 5 | 33 33 | 22 44 | .. | 2 | .. | 3 | 3 | 3 | .. | .. |
| Bridgewater, | 1 | 1 | 5 | 4 | 40 00 | 23 55 | .. | 1 | .. | 3 | 2 | 1 | .. | .. |
| Canaan, | .. | 1 | 8 | 7 | 20 16 | 21 25 | .. | 1 | .. | 3 | 4 | 3 | 1 | .. |
| Colebrook, | 3 | 2 | 7 | 8 | 25 06 | 21 19 | .. | 2 | 2 | 6 | 9 | 1 | .. | .. |
| Cornwall, | .. | .. | 12 | 12 | ..... | 23 53 | .. | 5 | .. | 4 | 15 | 2 | 2 | 1 |
| Goshen, | 1 | .. | 6 | 7 | 25 00 | 21 28 | .. | 5 | .. | 4 | 4 | 3 | 1 | .. |
| Harwinton, | 3 | 2 | 8 | 8 | 31 76 | 26 00 | .. | .. | .. | 9 | 10 | .. | 2 | .. |
| Kent, | 4 | 2 | 7 | 8 | 34 20 | 24 96 | .. | 2 | .. | 5 | 12 | 1 | .. | .. |
| Morris, | 3 | .. | 3 | 5 | 24 66 | 27 39 | .. | .. | 2 | 1 | 4 | 1 | .. | .. |
| New Hartford, | 1 | 1 | 11 | 11 | 88 00 | 35 27 | .. | .. | .. | .. | 12 | 2 | 5 | .. |
| New Milford, | 5 | 1 | 16 | 20 | 48 16 | 29 38 | .. | .. | .. | .. | 15 | 3 | .. | .. |
| Norfolk, | .. | .. | 11 | 11 | ..... | 27 99 | .. | 1 | .. | 6 | 9 | 4 | 3 | .. |
| North Canaan, | 1 | 1 | 7 | 7 | 66 66 | 29 61 | .. | .. | .. | 1 | 7 | .. | .. | .. |
| Plymouth, | 1 | 1 | 14 | 14 | 94 44 | 39 21 | .. | .. | .. | .. | 14 | 1 | 6 | .. |
| Roxbury, | 2 | .. | 5 | 7 | 26 00 | 26 13 | .. | 1 | 1 | .. | 6 | 2 | 2 | .. |
| Salisbury, | 1 | 1 | 18 | 17 | 85 00 | 32 62 | .. | .. | .. | 2 | 16 | 2 | 2 | .. |
| Sharon, | 1 | 1 | 17 | 17 | 88 90 | 24 79 | .. | 9 | 1 | 1 | 9 | 5 | .. | .. |
| Thomaston, | 1 | 1 | 12 | 12 | 122 22 | 39 15 | .. | .. | .. | .. | 13 | .. | 5 | .. |
| Torrington, | 2 | 2 | 28 | 28 | 115 00 | 37 50 | .. | .. | .. | .. | 29 | 2 | 11 | .. |
| Warren, | 1 | 2 | 2 | 5 | 19 66 | 21 19 | 1 | 4 | .. | .. | 1 | 5 | 1 | .. |
| Washington, | 1 | 1 | 12 | 12 | 36 00 | 25 18 | 1 | .. | .. | 8 | 11 | 4 | 1 | .. |
| Watertown, | 1 | 1 | 10 | 10 | 36 00 | 35 19 | .. | .. | .. | .. | 10 | 1 | 1 | 1 |
| Winchester, | 2 | 2 | 23 | 23 | 142 10 | 48 79 | .. | .. | .. | .. | 25 | .. | .. | .. |
| Woodbury, | 2 | .. | 12 | 14 | 30 00 | 27 34 | .. | .. | .. | 5 | 11 | 4 | 1 | .. |
| 26 Towns. | 40 | 25 | 282 | 301 | \$56 68 | \$30 95 | 2 | 43 | 7 | 67 | 275 | 61 | 47 | 5 |

MIDDLESEX COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$25 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|-------------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | | | | | | | | | | | | | | |
| Middletown, | 1 | 1 | 20 | 20 | \$34 00 | \$33 66 | .. | .. | .. | .. | 21 | .. | .. | .. |
| " " | 3 | 3 | 23 | 23 | 150 00 | 48 26 | .. | .. | .. | .. | 23 | 1 | 9 | .. |
| " Industrial School, .. | .. | .. | 5 | 5 | ..... | 29 00 | .. | .. | .. | .. | 3 | 1 | 2 | .. |
| " complete, | 4 | 4 | 48 | 48 | 121 00 | 40 17 | .. | .. | .. | .. | 47 | 2 | 11 | .. |
| Haddam, | .. | .. | 12 | 12 | ..... | 28 05 | .. | .. | .. | 3 | 12 | .. | 3 | 1 |
| Chatham, | 2 | 2 | 11 | 11 | 43 83 | 26 28 | .. | .. | 1 | 4 | 7 | 7 | 4 | .. |
| Chester, | 1 | 1 | 4 | 4 | 60 00 | 36 50 | .. | .. | .. | .. | 5 | 1 | 1 | .. |
| Clinton, | .. | .. | 2 | 2 | ..... | 30 00 | .. | .. | .. | .. | 2 | .. | .. | .. |
| Cromwell, | .. | .. | 10 | 10 | ..... | 34 33 | .. | .. | .. | .. | 9 | 4 | 1 | .. |
| Durham, | .. | .. | 6 | 6 | ..... | 28 33 | .. | .. | .. | .. | 16 | 4 | 1 | .. |
| East Haddam, | .. | .. | 18 | 18 | ..... | 38 27 | .. | 1 | .. | 6 | 9 | .. | 3 | .. |
| Essex, | 2 | 2 | 7 | 7 | 56 58 | 38 27 | .. | .. | .. | .. | 9 | .. | 3 | .. |
| Killingworth, | 1 | .. | 0 | 7 | 20 00 | 21 38 | 1 | 3 | .. | 4 | 5 | .. | .. | .. |
| Middlefield, | .. | .. | 5 | 5 | ..... | 32 40 | .. | .. | .. | .. | 4 | 1 | 2 | .. |
| Old Saybrook, | 3 | 2 | 5 | 5 | 65 68 | 32 80 | .. | 1 | .. | .. | 7 | 1 | .. | 1 |
| Portland, | 3 | 3 | 10 | 15 | 94 16 | 39 75 | .. | .. | .. | .. | 18 | 1 | 4 | .. |
| Saybrook, | 1 | 1 | 5 | 5 | 80 00 | 32 90 | .. | .. | .. | .. | 5 | .. | 1 | .. |
| Westbrook, | 1 | .. | 5 | 6 | 35 00 | 25 36 | .. | .. | .. | 5 | 4 | .. | .. | .. |
| 15 Towns. | 18 | 15 | 160 | 161 | \$78 72 | \$33 98 | 1 | 6 | 1 | 23 | 159 | 18 | 36 | 2 |

TOLLAND COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | | | | | | | | | | | | | | |
| Tolland,..... | 2 | 3 | 8 | 6 | \$24 00 | \$25 00 | .. | 1 | .. | 7 | 4 | 5 | 4 | .. |
| Andover,..... | .. | .. | 1 | 1 | .. | 48 00 | .. | .. | .. | .. | .. | .. | 1 | .. |
| Bolton,..... | .. | .. | 4 | 4 | .. | 25 24 | .. | .. | .. | 2 | 2 | 3 | 1 | .. |
| Columbia,..... | 3 | 1 | 5 | 7 | 23 25 | 21 93 | .. | 3 | 3 | 5 | 4 | 4 | .. | 1 |
| Coventry,..... | 3 | 2 | 8 | 9 | 33 76 | 30 61 | .. | .. | .. | 1 | 7 | 5 | 5 | .. |
| Ellington,..... | .. | .. | 10 | 10 | .. | 32 20 | .. | .. | .. | .. | 10 | 2 | 1 | .. |
| Hebron,..... | .. | 2 | 9 | 7 | 26 71 | 24 35 | .. | .. | 1 | 7 | 5 | 2 | 5 | .. |
| Mansfield,..... | 6 | 2 | 8 | 12 | 26 37 | 26 34 | .. | .. | 2 | 3 | 10 | 3 | 5 | .. |
| Somers,..... | .. | .. | 13 | 13 | .. | 31 68 | .. | .. | .. | .. | 12 | 2 | 1 | .. |
| Stafford,..... | 5 | 4 | 23 | 23 | 54 96 | 31 94 | .. | 1 | 1 | 7 | 17 | .. | .. | .. |
| Union,..... | .. | .. | 5 | 5 | .. | 20 93 | .. | 1 | .. | 4 | 5 | 1 | 9 | .. |
| Vernon,..... | 2 | 2 | 30 | 30 | 123 50 | 39 15 | .. | .. | .. | .. | 33 | 2 | .. | .. |
| Willington,..... | .. | .. | 9 | 8 | .. | 22 10 | .. | 4 | .. | 4 | 5 | 2 | .. | .. |
| 13 Towns. | 21 | 16 | 133 | 135 | \$44 18 | \$30 67 | .. | 10 | 7 | 40 | 114 | 31 | 33 | 2 |

SUMMARY BY COUNTIES.

| COUNTIES. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$25 to \$25 per month. | | Continuously employed | Beginners | Attended Normal School. | No. of Teachers' Meetings. |
|------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|-----------------------|-----------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Hartford,..... | 69 | 71 | 595 | 597 | \$112 07 | \$44 66 | .. | 12 | .. | 6 | 608 | 55 | 262 | 3 |
| New Haven,... | 60 | 59 | 842 | 843 | 143 47 | 46 96 | .. | 11 | .. | 13 | 840 | 91 | 302 | 3 |
| New London,..... | 72 | 42 | 317 | 343 | 55 51 | 33 45 | 2 | 31 | 10 | 54 | 326 | 42 | 73 | 3 |
| Fairfield, ... | 66 | 64 | 525 | 524 | 78 50 | 43 32 | .. | 5 | 4 | 25 | 549 | 52 | 133 | 5 |
| Windham,..... | 44 | 29 | 171 | 185 | 58 58 | 35 09 | 2 | 19 | 3 | 39 | 188 | 38 | 50 | 1 |
| Litchfield,..... | 40 | 25 | 282 | 301 | 56 68 | 30 95 | 2 | 43 | 7 | 67 | 275 | 61 | 47 | 5 |
| Middlesex,..... | 18 | 15 | 160 | 161 | 78 72 | 33 98 | 1 | 6 | 1 | 23 | 159 | 18 | 36 | 2 |
| Tolland,..... | 21 | 16 | 133 | 135 | 44 18 | 30 67 | .. | 10 | 7 | 40 | 114 | 31 | 33 | 2 |
| The State. | 390 | 321 | 3,025 | 3,089 | \$86 48 | \$40 64 | 7 | 137 | 32 | 267 | 3,059 | 388 | 936 | 24 |

SCHOOLS, SCHOOLHOUSES,
AND LIBRARIES.

HARTFORD COUNTY.

| TOWNS. | | | Number of Schools. | Departments. | Number of Sitings. | GRADED SCHOOLS. | | | | | | High Schools. | Average length
in days. | Evening Schools. |
|----------------------|------------|-----|--------------------|--------------|--------------------|-------------------|-------------------|-------------------|-------------------|------------------------------|------------------------------------|---------------|----------------------------|------------------|
| | Districts. | | | | | 2
Departments. | 3
Departments. | 4
Departments. | 5
Departments. | 6
or more
Departments. | Schools
averaging
8 or less. | | | |
| Hartford,..... | 10 | 19 | 162 | 7,721 | 2 | 2 | .. | 1 | 10 | .. | 1 | 190.87 | 2 | |
| Avon,..... | 7 | 7 | 7 | 270 | .. | .. | .. | .. | .. | 2 | .. | 175.28 | .. | |
| Berlin,..... | 9 | 10 | 13 | 582 | 3 | .. | .. | .. | .. | .. | .. | 178.53 | .. | |
| Bloomfield, | 8 | 8 | 8 | 259 | .. | .. | .. | .. | .. | 3 | .. | 160.62 | .. | |
| Bristol, | 12 | 13 | 34 | 1,714 | 2 | .. | 2 | .. | 2 | .. | 1 | 195.00 | .. | |
| Burlington,..... | 9 | 9 | 9 | 291 | .. | .. | .. | .. | .. | 2 | .. | 170.66 | .. | |
| Canton, | 8 | 8 | 14 | 657 | .. | .. | .. | .. | 1 | 1 | .. | 181.28 | .. | |
| East Granby,..... | 6 | 6 | 6 | 152 | .. | .. | .. | .. | .. | 2 | .. | 139.16 | .. | |
| East Hartford,..... | 10 | 11 | 24 | 1,008 | 4 | 1 | 1 | 1 | .. | .. | 1 | 180.00 | .. | |
| East Windsor, | 11 | 11 | 17 | 774 | .. | 1 | .. | 1 | .. | 1 | .. | 180.00 | .. | |
| Enfield,... | 13 | 16 | 32 | 1,197 | 2 | 3 | 1 | 1 | .. | 2 | .. | 173.43 | .. | |
| Farmington, | 7 | 7 | 16 | 719 | .. | 1 | .. | .. | 1 | 1 | .. | 189.75 | .. | |
| Glastonbury,..... | 18 | 19 | 22 | 691 | 3 | .. | .. | .. | .. | 3 | .. | 180.00 | .. | |
| Granby, | 10 | 10 | 11 | 356 | 1 | .. | .. | .. | .. | 3 | .. | 155.45 | .. | |
| Hartland,..... | 8 | 8 | 8 | 180 | .. | .. | .. | .. | .. | 7 | .. | 150.00 | .. | |
| Manchester,..... | 9 | 9 | 50 | 1,893 | 3 | .. | .. | .. | 2 | .. | .. | 191.20 | .. | |
| Marlborough,..... | 4 | 4 | 4 | 120 | .. | .. | .. | .. | .. | 2 | .. | 165.00 | .. | |
| New Britain,..... | 1 | 16 | 48 | 2,625 | .. | 2 | 3 | .. | 2 | .. | 1 | 190.00 | 1 | |
| Newington,..... | 4 | 4 | 4 | 170 | .. | .. | .. | .. | .. | .. | .. | 179.12 | .. | |
| Plainville, | 1 | 1 | 8 | 400 | .. | .. | .. | .. | 1 | .. | .. | 190.00 | .. | |
| Rocky Hill,..... | 4 | 4 | 5 | 208 | 1 | .. | .. | .. | .. | .. | .. | 168.00 | .. | |
| Simsbury,..... | 12 | 12 | 13 | 455 | 1 | .. | .. | .. | .. | 1 | .. | 182.46 | .. | |
| Southington,..... | 11 | 13 | 27 | 1,314 | 1 | 1 | .. | 1 | 1 | 1 | 1 | 183.70 | .. | |
| South Windsor, | 10 | 11 | 12 | 444 | 1 | .. | .. | .. | .. | 1 | 1 | 180.00 | .. | |
| Suffield, | 11 | 11 | 18 | 589 | 5 | 1 | .. | .. | .. | .. | .. | 179.27 | .. | |
| West Hartford, | 1 | 10 | 13 | 410 | 2 | .. | .. | .. | .. | .. | 1 | 185.00 | .. | |
| Wethersfield,..... | 6 | 7 | 8 | 365 | 1 | .. | .. | .. | .. | .. | 1 | 196.75 | .. | |
| Windsor, | 10 | 12 | 15 | 677 | 1 | 1 | .. | .. | .. | .. | 2 | 177.20 | .. | |
| Windsor Locks,..... | 1 | 1 | 5 | 255 | .. | .. | .. | 1 | .. | .. | .. | 190.00 | .. | |
| 29 Towns. | 231 | 277 | 613 | 26,496 | 33 | 13 | 7 | 6 | 20 | 32 | 10 | 184.09 | 3 | |

HARTFORD COUNTY.

| TOWNS. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|----------------------|----------------|-----------|--------------------|--------------|---|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of New. | Estimated value of sites and buildings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Hartford, | 19 | .. | 1 | \$27,000 00 | \$1,238,000 00 | 7 | 6,000 | 8 | \$410 00 | 1 |
| Avon, | 7 | .. | .. | .. | 4,100 00 | .. | .. | .. | .. | 1 |
| Berlin, | 10 | 1 | .. | .. | 9,400 00 | 1 | 404 | 2 | 10 00 | 1 |
| Bloomfield, | 8 | .. | .. | .. | 6,950 00 | 2 | 50 | 1 | 10 00 | .. |
| Bristol, | 13 | .. | .. | .. | 85,050 00 | 13 | 1,600 | 12 | 125 00 | 1 |
| Burlington, | 9 | 1 | .. | .. | 3,050 00 | 3 | 74 | 1 | 10 00 | .. |
| Canton, | 8 | 3 | .. | .. | 26,300 00 | 1 | 300 | 1 | 20 00 | .. |
| East Granby, | 6 | 3 | .. | .. | 3,100 00 | .. | .. | .. | .. | .. |
| East Hartford, | 12 | .. | .. | .. | 31,300 00 | 6 | 300 | 2 | 25 00 | 1 |
| East Windsor, | 11 | .. | .. | .. | 16,000 00 | .. | .. | 11 | 75 00 | 1 |
| Enfield, | 16 | 2 | .. | .. | 53,900 00 | 3 | 1,507 | 13 | 95 00 | .. |
| Farmington, | 9 | .. | .. | .. | 36,400 00 | 4 | 650 | 3 | 70 00 | 1 |
| Glastonbury, | 18 | .. | .. | .. | 18,150 00 | 18 | 330 | 5 | 25 00 | .. |
| Granby, | 10 | .. | .. | .. | 6,500 00 | .. | .. | .. | .. | 1 |
| Hartland, | 8 | 1 | .. | .. | 3,650 00 | .. | .. | .. | .. | .. |
| Manchester, | 9 | .. | .. | .. | 77,600 00 | 9 | 2,367 | 3 | 75 00 | 1 |
| Marlborough, | 4 | .. | .. | .. | 1,750 00 | .. | .. | .. | .. | .. |
| New Britain, | 10 | .. | .. | .. | 263,000 00 | 5 | 1,000 | 1 | 250 00 | 1 |
| Newington, | 5 | 1 | .. | .. | 4,500 00 | 4 | 314 | 4 | 20 00 | 1 |
| Plainville, | 1 | .. | .. | .. | 10,000 00 | 1 | 12 | .. | .. | 1 |
| Rocky Hill, | 4 | .. | .. | .. | 3,600 00 | 1 | 25 | 2 | 10 00 | 1 |
| Simsbury, | 12 | 2 | .. | .. | 15,650 00 | 1 | 300 | 2 | 10 00 | 1 |
| Southington, | 12 | .. | .. | .. | 71,700 00 | 2 | 600 | 3 | 35 00 | .. |
| South Windsor, | 11 | .. | .. | .. | 8,700 00 | 11 | 260 | 10 | 55 00 | .. |
| Suffield, | 11 | 1 | .. | .. | 23,000 00 | 7 | 650 | 6 | 30 00 | 1 |
| West Hartford, | 11 | .. | .. | .. | 30,000 00 | 9 | 890 | 1 | 45 00 | 1 |
| Wethersfield, | 7 | .. | .. | .. | 10,800 00 | 2 | 250 | 5 | 30 00 | 1 |
| Windsor, | 11 | 1 | .. | .. | 25,300 00 | 1 | 272 | 8 | 50 00 | 1 |
| Windsor Locks, | 2 | .. | .. | .. | 25,000 00 | 1 | 200 | 1 | 15 00 | 1 |
| 29 Towns. | 274 | 16 | 1 | \$27,000 00 | \$2,112,450 00 | 112 | 18,355 | 105 | \$1,500 00 | 19 |

NEW HAVEN COUNTY.

| TOWNS. | Districts. | Number of Schools. | | Number of Sitings. | GRADED SCHOOLS. | | | | | | High Schools. | Average length in days. | Evening Schools. |
|----------------------|------------|--------------------|-----|--------------------|-----------------|----------------|----------------|----------------|------------------------|------------------------------|---------------|-------------------------|------------------|
| | | Departments. | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | Schools averaging 8 or less. | | | |
| New Haven City,..... | 1 | 42 | 284 | 13,867 | 2 | 1 | 9 | 1 | 20 | .. | 1 | 200.00 | |
| " Westville,.... | 1 | 1 | 7 | 400 | .. | .. | .. | .. | 1 | .. | .. | 200.00 | .. |
| " South,..... | 1 | 1 | 1 | 50 | .. | .. | .. | .. | .. | .. | .. | 180.00 | .. |
| " complete,.... | 3 | 44 | 292 | 14,317 | 2 | 1 | 9 | 1 | 21 | .. | 1 | 199.93 | 8 |
| Ansonia, | 1 | 7 | 40 | 2,154 | 1 | .. | 1 | 2 | 3 | .. | 1 | 199.00 | .. |
| Beacon Falls,..... | 1 | 2 | 3 | 116 | 1 | .. | .. | .. | .. | .. | .. | 170.00 | .. |
| Bethany,..... | 5 | 5 | 5 | 128 | .. | .. | .. | .. | .. | 1 | .. | 168.60 | .. |
| Branford,..... | 1 | 8 | 18 | 860 | 1 | 1 | .. | .. | 1 | .. | 1 | 190.00 | .. |
| Cheshire,..... | 12 | 12 | 12 | 328 | .. | .. | .. | .. | .. | 1 | .. | 180.00 | .. |
| Derby, | 4 | 4 | 15 | 839 | .. | .. | 1 | .. | 1 | .. | .. | 196.00 | .. |
| East Haven,..... | 2 | 2 | 3 | 140 | 1 | .. | .. | .. | .. | .. | .. | 190.00 | .. |
| Guilford, | 10 | 8 | 12 | 567 | .. | 2 | .. | .. | .. | 3 | 1 | 171.75 | .. |
| Hamden,..... | 13 | 13 | 16 | 610 | 3 | .. | .. | .. | .. | 1 | .. | 183.75 | .. |
| Madison,..... | 12 | 13 | 13 | 416 | .. | .. | .. | .. | .. | 4 | 1 | 154.76 | .. |
| Meriden,..... | 12 | 13 | 86 | 4,120 | 1 | 1 | .. | .. | 7 | .. | 1 | 200.00 | .. |
| Middlebury, | 6 | 4 | 4 | 118 | .. | .. | .. | .. | .. | .. | .. | 180.00 | .. |
| Milford, | 1 | 5 | 11 | 477 | .. | .. | .. | .. | 1 | .. | .. | 189.00 | .. |
| Naugatuck, | 6 | 6 | 26 | 1,254 | 3 | 1 | 1 | .. | .. | 1 | .. | 197.38 | .. |
| North Branford,..... | 7 | 6 | 6 | 187 | .. | .. | .. | .. | .. | 1 | .. | 157.50 | .. |
| North Haven,..... | 8 | 7 | 10 | 345 | 1 | 1 | .. | .. | .. | .. | .. | 180.00 | .. |
| Orange,..... | 8 | 8 | 22 | 1,035 | 2 | .. | .. | .. | 1 | .. | 1 | 187.77 | .. |
| Oxford, | 13 | 10 | 10 | 294 | .. | .. | .. | .. | .. | 2 | .. | 147.50 | .. |
| Prospect,..... | 1 | 4 | 4 | 92 | .. | .. | .. | .. | .. | 2 | .. | 135.00 | .. |
| Seymour,..... | 1 | 6 | 14 | 807 | .. | .. | .. | .. | 1 | 1 | 1 | 183.85 | .. |
| Southbury,..... | 9 | 8 | 8 | 273 | .. | .. | .. | .. | .. | .. | .. | 159.37 | .. |
| Wallingford, | 9 | 13 | 32 | 1,542 | 1 | 1 | .. | .. | 1 | 1 | .. | 188.12 | .. |
| Waterbury,..... | 10 | 9 | 15 | 666 | 3 | .. | 1 | .. | .. | .. | .. | 183.43 | .. |
| " Center,..... | 1 | 15 | 84 | 4,480 | 1 | 1 | 5 | 1 | 6 | .. | 1 | 192.50 | 8 |
| " complete,.... | 11 | 24 | 99 | 5,146 | 4 | 1 | 6 | 1 | 6 | .. | 1 | 191.12 | 8 |
| Wolcott, | 1 | 6 | 6 | 150 | .. | .. | .. | .. | .. | .. | .. | 150.00 | .. |
| Woodbridge,..... | 1 | 6 | 6 | 210 | .. | .. | .. | .. | .. | 1 | .. | 180.00 | .. |
| 26 Towns. | 158 | 244 | 773 | 36,525 | 21 | 9 | 18 | 4 | 43 | 19 | 9 | 192.22 | 16 |

NEW HAVEN COUNTY.

| TOWNS. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|----------------------|----------------|-----------|--------------------|--------------|---|------------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of New. | Estimated value of sites and buildings. | No. of Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| New Haven City,..... | 42 | 2 | .. | ..... | \$958,085 00 | 13 | 16,000 | 1 | \$775 00 | 1 |
| “ Westville,.. | 1 | .. | .. | ..... | 20,000 00 | 1 | 700 | 1 | 20 00 | .. |
| “ South,..... | 1 | .. | .. | ..... | 4,000 00 | .. | .... | .. | ..... | .. |
| “ complete,... | 44 | 2 | .. | ..... | \$982,085 00 | 14 | 16,700 | 2 | \$795 00 | 1 |
| Ansonia,..... | 7 | 1 | .. | ..... | 90,000 00 | 3 | 3,000 | 1 | 110 00 | 1 |
| Beacon Falls,..... | 2 | .. | .. | ..... | 2,100 00 | .. | .... | .. | ..... | .. |
| Bethany,..... | 5 | 1 | .. | ..... | 2,175 00 | .. | .... | .. | ..... | .. |
| Branford,..... | 9 | 1 | 1 | \$6,500 00 | 25,000 00 | 1 | 700 | 1 | 40 00 | .. |
| Cheshire,..... | 12 | .. | .. | ..... | 7,200 00 | 3 | 120 | .. | ..... | .. |
| Derby,..... | 4 | .. | .. | ..... | 53,500 00 | 3 | 1,318 | 2 | 45 00 | 1 |
| East Haven,..... | 3 | .. | .. | ..... | 3,000 00 | 2 | 79 | .. | ..... | .. |
| Guilford,..... | 12 | 2 | .. | ..... | 19,450 00 | 1 | 125 | .. | ..... | 1 |
| Hamden,..... | 13 | .. | .. | ..... | 13,000 00 | .. | .... | 3 | 15 00 | .. |
| Madison,..... | 12 | 1 | .. | ..... | 23,375 00 | 1 | 30 | 3 | 20 00 | 1 |
| Meriden,..... | 18 | 1 | 1 | 17,000 00 | 320,853 00 | 13 | 2,500 | 12 | 270 00 | .. |
| Middlebury,..... | 4 | .. | .. | ..... | 1,600 00 | 1 | 14 | 1 | 5 00 | 1 |
| Milford,..... | 5 | .. | .. | ..... | 20,000 00 | 1 | 257 | 1 | 60 00 | 1 |
| Naugatuck,..... | 11 | 1 | .. | ..... | 41,900 00 | 1 | 675 | 1 | 20 00 | 1 |
| North Branford,..... | 6 | 1 | .. | ..... | 3,600 00 | .. | .... | 2 | 20 00 | .. |
| North Haven,..... | 7 | .. | .. | ..... | 7,800 00 | 7 | 947 | 7 | 35 00 | 1 |
| Orange,..... | 9 | 1 | 1 | 6,500 00 | 60,350 00 | 1 | 250 | 2 | 45 00 | .. |
| Oxford,..... | 12 | 3 | .. | ..... | 3,250 00 | 4 | 100 | .. | ..... | 1 |
| Prospect,..... | 4 | 1 | .. | ..... | 1,200 00 | 1 | 20 | 1 | 10 00 | 1 |
| Seymour,..... | 7 | .. | .. | ..... | 58,600 00 | 1 | 320 | 1 | 40 00 | 1 |
| Southbury,..... | 9 | 2 | .. | ..... | 3,300 00 | .. | .... | .. | ..... | .. |
| Wallingford,..... | 13 | .. | .. | ..... | 59,900 00 | 9 | 450 | 4 | 80 00 | 1 |
| Waterbury,..... | 8 | 1 | .. | ..... | 18,500 00 | 6 | 323 | 3 | 25 00 | .. |
| “ Center,..... | 14 | .. | .. | ..... | 450,000 00 | 14 | 700 | 1 | 275 00 | 1 |
| “ complete,... | 22 | 1 | .. | ..... | \$468,500 00 | 20 | 1,023 | 4 | \$300 00 | 1 |
| Wolcott,..... | 6 | .. | .. | ..... | 1,800 00 | .. | .... | .. | ..... | 1 |
| Woodbridge,..... | 6 | 1 | .. | ..... | 4,400 00 | 6 | 1,199 | 1 | 30 00 | .. |
| 26 Towns. | 262 | 20 | 3 | 30,000 00 | 2,277,938 00 | 93 | 29,827 | 49 | \$1,940 00 | 15 |

NEW LONDON COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sittings. | GRADED SCHOOLS. | | | | | | High Schools. | Average length
in days. | Evening Schools. |
|--------------------------|------------|--------------------|--------------|---------------------|-------------------|-------------------|-------------------|-------------------|--|----|---------------|----------------------------|------------------|
| | | | | | 2
Departments. | 3
Departments. | 4
Departments. | 5
Departments. | 6 or more
Departments.
Schools averaging
8 or less. | | | | |
| New London..... | 1 | 6 | 46 | 2,267 | 1 | .. | .. | .. | 5 | .. | .. | 190.00 | .. |
| Norwich Town,..... | 1 | 1 | 5 | 243 | .. | .. | .. | 1 | .. | .. | .. | 200.00 | .. |
| " Central,..... | 1 | 6 | 26 | 1,257 | 1 | 3 | 1 | .. | 1 | .. | .. | 200.00 | .. |
| " West Chelsea,... | 1 | 4 | 15 | 831 | 1 | .. | 3 | .. | .. | .. | .. | 200.00 | .. |
| " other Districts,... | 9 | 10 | 29 | 1,377 | 1 | .. | 1 | 1 | 1 | 2 | .. | 194.82 | .. |
| " complete,..... | 12 | 21 | 75 | 3,708 | 3 | 3 | 5 | 2 | 2 | 2 | .. | 198.00 | .. |
| Bozrah,..... | 7 | 7 | 7 | 278 | .. | .. | .. | .. | .. | 2 | .. | 158.42 | .. |
| Colchester,..... | 12 | 11 | 18 | 577 | .. | .. | 2 | .. | .. | 3 | .. | 177.66 | .. |
| East Lyme,..... | 9 | 9 | 11 | 500 | .. | 1 | .. | .. | .. | 2 | .. | 163.45 | .. |
| Franklin,..... | 7 | 7 | 7 | 164 | .. | .. | .. | .. | .. | 1 | .. | 147.14 | .. |
| Griswold,..... | 14 | 13 | 19 | 810 | 1 | .. | .. | .. | 1 | 6 | .. | 160.81 | .. |
| Groton,..... | 11 | 11 | 24 | 1,066 | 2 | .. | 1 | 2 | .. | .. | .. | 177.83 | .. |
| Lebanon,..... | 16 | 15 | 15 | 588 | .. | .. | .. | .. | .. | 3 | .. | 150.00 | .. |
| Ledyard,..... | 14 | 12 | 12 | 350 | .. | .. | .. | .. | .. | .. | .. | 150.00 | .. |
| Lisbon,..... | 6 | 6 | 6 | 129 | .. | .. | .. | .. | .. | 4 | .. | 149.50 | .. |
| Lyme,..... | 7 | 7 | 7 | 266 | .. | .. | .. | .. | .. | 2 | .. | 151.42 | .. |
| Montville,..... | 12 | 12 | 16 | 715 | .. | 2 | .. | .. | .. | 4 | .. | 159.37 | .. |
| North Stonington,... | 15 | 13 | 13 | 473 | .. | .. | .. | .. | .. | .. | .. | 148.46 | .. |
| Old Lyme,..... | 8 | 8 | 8 | 242 | .. | .. | .. | .. | .. | 1 | .. | 153.75 | .. |
| Preston,..... | 12 | 11 | 16 | 721 | 2 | .. | 1 | .. | .. | 1 | .. | 171.87 | .. |
| Salem,..... | 7 | 7 | 7 | 166 | .. | .. | .. | .. | .. | 4 | .. | 116.42 | .. |
| Sprague,..... | 5 | 5 | 7 | 385 | 2 | .. | .. | .. | .. | .. | .. | 178.57 | .. |
| Stonington,..... | 16 | 14 | 31 | 1,387 | .. | 2 | 1 | .. | 2 | 2 | .. | 168.38 | .. |
| Voluntown,..... | 8 | 8 | 10 | 328 | .. | 1 | .. | .. | .. | 4 | .. | 138.50 | .. |
| Waterford,..... | 11 | 11 | 14 | 600 | 3 | .. | .. | .. | .. | .. | .. | 165.35 | .. |
| 21 Towns. | 210 | 214 | 369 | 15,720 | 14 | 9 | 10 | 4 | 10 | 41 | .. | 172.08 | .. |

NEW LONDON COUNTY.

| TOWNS. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|-----------------------|----------------|-----------|--------------------|--------------|---|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of New. | Estimated value of sites and buildings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| New London,..... | 6 | 2 | 1 | \$80,000.00 | \$227,000 00 | 6 | 3,394 | 1 | \$125 00 | 1 |
| Norwich Town,.... | 2 | .. | .. | ..... | 12,000 00 | 1 | 40 | 1 | 15 00 | .. |
| " Central,..... | 6 | .. | .. | ..... | 167,000 00 | 1 | 562 | 1 | 60 00 | 1 |
| " West Chelsea, | 4 | .. | .. | ..... | 50,000 00 | .. | .... | 1 | 45 00 | .. |
| " other Districts, | 9 | 1 | .. | ..... | 64,000 00 | 4 | 1,383 | 2 | 45 00 | .. |
| " complete, | 21 | 1 | .. | ..... | \$293,000 00 | 6 | 1,985 | 5 | \$165 00 | 1 |
| Bozrah,..... | 7 | .. | .. | ..... | 2,600 00 | 1 | 11 | .. | ..... | .. |
| Colchester,..... | 11 | 1 | .. | ..... | 5,950 00 | 9 | 856 | 5 | 60 00 | 1 |
| East Lyme,..... | 9 | 2 | .. | ..... | 6,700 00 | 2 | 224 | .. | ..... | .. |
| Franklin,..... | 7 | .. | .. | ..... | 3,000 00 | .. | .... | .. | ..... | 1 |
| Griswold,..... | 13 | 1 | .. | ..... | 13,300 00 | 1 | 80 | 1 | 25 00 | 1 |
| Groton,..... | 12 | 2 | .. | ..... | 18,450 00 | 6 | 193 | 4 | 40 00 | 1 |
| Lebanon,..... | 15 | 3 | .. | ..... | 9,000 00 | .. | ... | 2 | 10 00 | .. |
| Ledyard,..... | 14 | 3 | .. | ..... | 3,500 00 | .. | .... | .. | ..... | 1 |
| Lisbon,..... | 4 | .. | .. | ..... | 1,800 00 | .. | .... | .. | ..... | .. |
| Lyme,..... | 7 | .. | .. | ..... | 2,650 00 | .. | .... | 1 | 10 00 | .. |
| Montville,..... | 13 | .. | .. | ..... | 10,700 00 | 2 | 220 | 2 | 20 00 | 1 |
| North Stonington,.... | 15 | 1 | .. | ..... | 6,850 00 | .. | .... | 1 | 10 00 | .. |
| Old Lyme,..... | 8 | .. | .. | ..... | 1,700 00 | .. | .... | .. | ..... | 1 |
| Preston,..... | 12 | 1 | .. | ..... | 13,500 00 | 4 | 50 | 2 | 10 00 | .. |
| Salem,..... | 7 | 2 | .. | ..... | 3,200 00 | .. | .... | 1 | 5 00 | .. |
| Sprague,..... | 5 | .. | .. | ..... | 5,400 00 | 2 | 400 | 2 | 10 00 | .. |
| Stonington,..... | 15 | 4 | .. | ..... | 64,500 00 | 4 | 600 | 4 | 40 00 | .. |
| Voluntown,..... | 8 | 1 | .. | ..... | 4,800 00 | 1 | 15 | .. | ..... | .. |
| Waterford,..... | 11 | .. | .. | ..... | 11,000 00 | 4 | 70 | .. | ..... | .. |
| 21 Towns. | 220 | 24 | 1 | \$80,000.00 | \$708,600 00 | 48 | 8,098 | 31 | \$530 00 | .. |

FAIRFIELD COUNTY.

| TOWNS. | Districts. | Number of Schools. | | Departments. | Number of Sittings. | GRADED SCHOOLS. | | | | | | Schools averaging 8 or less. | High Schools. | Average length in days. | Evening Schools. |
|----------------------|------------|--------------------|-----|--------------|---------------------|-----------------|----|-----------|----|----|----|------------------------------|---------------|-------------------------|------------------|
| | | 2 | 3 | | | 4 | 5 | 6 or more | | | | | | | |
| Bridgeport, | 1 | 20 | 153 | | 8,370 | 3 | 3 | 1 | 1 | 11 | .. | 1 | 195.00 | 3 | |
| Danbury, | 13 | 19 | 61 | | 2,798 | 4 | .. | 1 | 1 | 2 | .. | 1 | 197.40 | .. | |
| Bethel, | 1 | 7 | 16 | | 561 | 1 | .. | 2 | .. | .. | .. | 1 | 200.00 | .. | |
| Brookfield, | 8 | 8 | 8 | | 312 | .. | .. | .. | .. | .. | 2 | .. | 166.81 | .. | |
| Darien, | 4 | 4 | 6 | | 252 | 2 | .. | .. | .. | .. | .. | .. | 196.33 | .. | |
| Easton, | 8 | 8 | 8 | | 240 | .. | .. | .. | .. | .. | 4 | .. | 177.25 | .. | |
| Fairfield, | 14 | 14 | 20 | | 779 | 2 | 2 | .. | .. | .. | 1 | .. | 200.00 | .. | |
| Greenwich, | 20 | 19 | 31 | | 1,856 | 4 | 1 | .. | .. | 1 | 1 | .. | 200.00 | .. | |
| Huntington, | 12 | 11 | 20 | | 786 | .. | .. | .. | .. | 1 | 2 | .. | 190.00 | .. | |
| Monroe, | 7 | 7 | 7 | | 184 | .. | .. | .. | .. | .. | .. | .. | 178.14 | .. | |
| New Canaan, | 11 | 11 | 14 | | 535 | .. | .. | 1 | .. | .. | 3 | .. | 200.00 | .. | |
| New Fairfield, | 7 | 7 | 7 | | 208 | .. | .. | .. | .. | .. | 2 | .. | 163.00 | .. | |
| Newtown, | 21 | 19 | 22 | | 933 | 1 | 1 | .. | .. | .. | 2 | .. | 194.36 | .. | |
| Norwalk, | 11 | 12 | 54 | | 2,757 | 2 | 1 | .. | .. | 4 | .. | .. | 204.00 | .. | |
| Redding, | 10 | 8 | 8 | | 241 | .. | .. | .. | .. | .. | 1 | .. | 177.62 | .. | |
| Ridgefield, | 13 | 13 | 15 | | 408 | .. | 1 | .. | .. | .. | .. | .. | 185.53 | .. | |
| Sherman, | 6 | 6 | 6 | | 160 | .. | .. | .. | .. | .. | 2 | .. | 154.16 | .. | |
| Stamford, | 1 | 18 | 60 | | 2,646 | 1 | .. | .. | .. | 6 | .. | 1 | 195.00 | .. | |
| Stratford, | 3 | 3 | 9 | | 386 | .. | .. | .. | .. | 1 | .. | .. | 200.00 | .. | |
| Trumbull, | 6 | 6 | 7 | | 234 | 1 | .. | .. | .. | .. | 1 | .. | 187.85 | .. | |
| Weston, | 5 | 5 | 5 | | 225 | .. | .. | .. | .. | .. | 1 | .. | 149.00 | .. | |
| Westport, | 10 | 10 | 13 | | 562 | 3 | .. | .. | .. | .. | .. | .. | 200.00 | .. | |
| Wilton, | 10 | 9 | 10 | | 387 | 1 | .. | .. | .. | .. | .. | .. | 195.50 | .. | |
| 23 Towns. | 202 | 244 | 560 | | 25,820 | 25 | 9 | 5 | 2 | 26 | 22 | 4 | 194.16 | 3 | |

FAIRFIELD COUNTY.

| TOWNS. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|---------------------|----------------|--------------|--------------------|--------------|--|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | Number Poor. | Built during year. | Cost of New. | Estimated value of sites and build-ings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Bridgeport,..... | 20 | .. | .. | ..... | \$697,859 49 | 3 | 1,082 | 1 | \$420 00 | 1 |
| Danbury,..... | 19 | . | 1 | \$30,000 00 | 165,100 00 | 2 | 300 | .. | ..... | 1 |
| Bethel, | 7 | 3 | .. | ..... | 22,500 00 | 1 | 60 | 1 | 50 00 | .. |
| Brookfield, | 8 | 1 | .. | ..... | 2,675 00 | .. | .... | .. | ..... | .. |
| Darien, | 4 | .. | .. | ..... | 9,400 00 | 2 | 175 | 1 | 10 00 | .. |
| Easton, | 8 | 1 | .. | ..... | 1,500 00 | 3 | 20 | 3 | 15 00 | 1 |
| Fairfield, | 14 | 2 | .. | ..... | 19,650 00 | 5 | 383 | 3 | 15 00 | 1 |
| Greenwich,..... | 20 | 2 | 2 | 160,000 00 | 199,700 00 | 7 | 300 | 20 | 250 00 | 1 |
| Huntington,..... | 11 | 2 | .. | ..... | 39,750 00 | 3 | 500 | 1 | 5 00 | 1 |
| Monroe,..... | 7 | .. | .. | ..... | 5,400 00 | .. | .... | 1 | 5 00 | .. |
| New Canaan,..... | 11 | .. | .. | ..... | 12,250 00 | 3 | 285 | 2 | 20 00 | 1 |
| New Fairfield,..... | 7 | 2 | .. | ..... | 1,450 00 | .. | .... | .. | ..... | .. |
| Newtown, | 21 | .. | .. | ..... | 12,100 00 | 6 | 100 | .. | ..... | 1 |
| Norwalk,..... | 11 | 1 | .. | ..... | 110,700 00 | 7 | 2,360 | 5 | 60 00 | 2 |
| Redding,..... | 8 | .. | .. | ..... | 3,500 00 | .. | .... | .. | ..... | .. |
| Ridgefield, | 13 | 4 | .. | ..... | 9,750 00 | 10 | 520 | 12 | 65 00 | 1 |
| Sherman, | 6 | 2 | .. | ..... | 1,400 00 | .. | .... | .. | ..... | .. |
| Stamford,..... | 19 | 5 | 1 | 23,000 00 | 142,800 00 | 1 | 450 | 1 | 145 00 | 1 |
| Stratford, | 3 | .. | .. | ..... | 23,000 00 | 3 | 50 | 2 | 30 00 | 1 |
| Trumbull, | 6 | .. | .. | ..... | 2,900 00 | 1 | 25 | 2 | 10 00 | .. |
| Weston,..... | 5 | .. | .. | ..... | 1,950 00 | .. | .... | .. | ..... | .. |
| Westport,..... | 10 | 1 | .. | ..... | 10,650 00 | 5 | 162 | 3 | 20 00 | 1 |
| Wilton,..... | 9 | 1 | .. | ..... | 5,700 00 | 6 | 200 | 4 | 25 00 | .. |
| 23 Towns. | 247 | 27 | 4 | \$213,000 00 | \$1,501,684 49 | 68 | 6,972 | 62 | \$1,145 00 | 14 |

WINDHAM COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sitzings. | GRADED SCHOOLS. | | | | | | | Average length in days. | Evening Schools. |
|-------------------|------------|--------------------|--------------|---------------------|-----------------|----------------|----------------|----------------|------------------------|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | Schools averaging 8 or less. | High Schools. | | |
| Brooklyn,..... | 9 | 6 | 10 | 354 | .. | 2 | .. | .. | .. | 1 | .. | 173.00 | .. |
| Ashford,..... | 10 | 10 | 10 | 336 | .. | .. | .. | .. | .. | 7 | .. | 146.50 | .. |
| Canterbury,..... | 11 | 11 | 11 | 418 | .. | .. | .. | .. | .. | 3 | .. | 146.81 | .. |
| Chaplin,..... | 1 | 2 | 2 | 96 | .. | .. | .. | .. | .. | .. | .. | 180.00 | .. |
| Eastford,.... | 8 | 6 | 6 | 195 | .. | .. | .. | .. | .. | .. | .. | 150.00 | .. |
| Hampton,..... | 8 | 7 | 7 | 202 | .. | .. | .. | .. | .. | .. | .. | 150.00 | .. |
| Killingly,..... | 15 | 15 | 31 | 1,263 | 3 | 3 | .. | 1 | .. | 3 | .. | 184.80 | .. |
| Plainfield, | 11 | 8 | 21 | 1,175 | 1 | 1 | .. | .. | 2 | .. | .. | 184.28 | .. |
| Pomfret,..... | 8 | 8 | 8 | 376 | .. | .. | .. | .. | .. | 2 | .. | 158.75 | .. |
| Putnam, | 6 | 7 | 18 | 650 | .. | 2 | .. | .. | 1 | .. | 1 | 185.55 | .. |
| Scotland,.... | 5 | 5 | 5 | 149 | .. | .. | .. | .. | .. | 1 | .. | 153.00 | .. |
| Sterling,..... | 8 | 8 | 8 | 194 | .. | .. | .. | .. | .. | 2 | .. | 157.12 | .. |
| Thompson, | 13 | 13 | 18 | 794 | 3 | 1 | .. | .. | .. | 1 | .. | 168.88 | 2 |
| Windham, | 11 | 13 | 34 | 1,245 | 2 | 1 | .. | .. | 2 | 2 | 1 | 186.29 | .. |
| Woodstock,..... | 16 | 16 | 16 | 512 | .. | .. | .. | .. | .. | 2 | .. | 148.74 | .. |
| 15 Towns. | 140 | 135 | 205 | 7,959 | 9 | 10 | .. | 1 | 5 | 24 | 2 | 170.58 | 2 |

WINDHAM COUNTY.

| TOWNS. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|-------------------|----------------|-----------|--------------------|--------------|--|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of new. | Estimated value of sites and build-ings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Brooklyn,..... | 9 | .. | .. | ..... | \$19,600 00 | 2 | 115 | 8 | \$50 00 | 1 |
| Ashford,..... | 10 | 1 | .. | ..... | 3,750 00 | .. | .... | . | ..... | 1 |
| Canterbury,..... | 11 | .. | .. | ..... | 4,200 00 | 2 | 30 | .. | ..... | .. |
| Chaplin, | 2 | .. | .. | ..... | 2,250 00 | .. | .... | .. | ..... | .. |
| Eastford,.. | 6 | .. | .. | ..... | 2,150 00 | .. | .... | 1 | 5 00 | .. |
| Hampton, | 7 | 1 | .. | ..... | 2,800 00 | 1 | 13 | .. | ..... | 1 |
| Killingly,..... | 15 | 3 | .. | ..... | 46,000 00 | 1 | 500 | 15 | 110 00 | 1 |
| Plainfield, | 10 | . | .. | ..... | 35,315 00 | .. | .... | 1 | 20 00 | 1 |
| Pomfret,..... | 8 | .. | .. | ..... | 4,950 00 | .. | .... | 1 | 10 00 | 2 |
| Putnam, | 8 | .. | .. | ..... | 31,600 00 | 2 | 750 | 1 | 20 00 | 1 |
| Scotland, | 5 | 1 | .. | ..... | 1,800 00 | 1 | 14 | 1 | 5 00 | .. |
| Sterling,..... | 9 | 1 | .. | ..... | 3,050 00 | .. | .. | .. | ..... | .. |
| Thompson,..... | 13 | 3 | .. | ..... | 17,100 00 | 13 | 333 | 13 | 90 00 | .. |
| Windham,..... | 14 | .. | .. | ..... | 59,550 00 | 10 | 3,870 | 11 | 100 00 | 1 |
| Woodstock,..... | 16 | .. | .. | ..... | 11,200 00 | .. | .... | 2 | 10 00 | 1 |
| 15 Towns. | 143 | 10 | .. | ..... | \$245,315 00 | 32 | 5,625 | 54 | \$420 00 | 10 |

LITCHFIELD COUNTY.

| TOWNS. | Districts. | Number of Schools. | | Number of Sittings. | GRADED SCHOOLS. | | | | | | Schools averaging 8 or less. | High Schools. | Average length in days. | Evening Schools. |
|--------------------|------------|--------------------|-----|---------------------|-----------------|----------------|----------------|----------------|------------------------|----|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | | | | | |
| Litchfield, | 1 | 18 | 23 | 704 | 1 | .. | 1 | .. | .. | 5 | .. | 180.00 | .. | |
| Barkhamsted,..... | 11 | 11 | 11 | 340 | .. | .. | .. | .. | .. | 4 | .. | 127.27 | .. | |
| Bethlehem,..... | 7 | 6 | 6 | 146 | .. | .. | .. | .. | .. | 2 | .. | 113.33 | .. | |
| Bridgewater,..... | 5 | 5 | 6 | 184 | 1 | .. | .. | .. | .. | 1 | .. | 168.66 | .. | |
| Canaan, | 9 | 8 | 8 | 208 | .. | .. | .. | .. | .. | 1 | .. | 161.37 | .. | |
| Colebrook,..... | 9 | 9 | 10 | 318 | 1 | .. | .. | .. | .. | 2 | .. | 155.80 | .. | |
| Cornwall, | 16 | 12 | 12 | 419 | .. | .. | .. | .. | .. | 2 | .. | 156.91 | .. | |
| Goshen, | 11 | 8 | 8 | 246 | .. | .. | .. | .. | .. | 5 | .. | 158.87 | .. | |
| Harwinton, | 1 | 10 | 10 | 328 | .. | .. | .. | .. | .. | 2 | .. | 160.00 | .. | |
| Kent,..... | 10 | 12 | 12 | 410 | .. | .. | .. | .. | .. | 4 | .. | 152.75 | .. | |
| Morris, | 6 | 6 | 6 | 184 | .. | .. | .. | .. | .. | 1 | .. | 140.83 | .. | |
| New Hartford,..... | 9 | 9 | 12 | 432 | 3 | .. | .. | .. | .. | 2 | .. | 179.00 | .. | |
| New Milford,..... | 18 | 18 | 22 | 800 | 1 | .. | 1 | .. | .. | 3 | .. | 175.09 | .. | |
| Norfolk,..... | 11 | 9 | 11 | 363 | .. | 1 | .. | .. | .. | 2 | .. | 160.00 | .. | |
| North Canaan,..... | 5 | 5 | 8 | 320 | 1 | 1 | .. | .. | .. | .. | .. | 175.00 | .. | |
| Plymouth,..... | 8 | 8 | 15 | 445 | .. | 1 | .. | .. | 1 | 1 | .. | 180.00 | .. | |
| Roxbury,..... | 7 | 7 | 7 | 230 | .. | .. | .. | .. | .. | 2 | .. | 162.00 | .. | |
| Salisbury,..... | 13 | 13 | 19 | 738 | 2 | 2 | .. | .. | .. | 5 | .. | 182.05 | .. | |
| Sharon,..... | 17 | 17 | 18 | 515 | 1 | .. | .. | .. | .. | 8 | 1 | 175.55 | .. | |
| Thomaston, | 1 | 3 | 13 | 750 | 1 | .. | .. | .. | 1 | .. | 1 | 180.00 | .. | |
| Torrington, | 1 | 9 | 25 | 1,274 | 2 | .. | .. | .. | 2 | .. | 1 | 200.00 | .. | |
| Warren,..... | 7 | 5 | 5 | 112 | .. | .. | .. | .. | .. | 3 | .. | 127.00 | .. | |
| Washington, | 12 | 12 | 13 | 370 | 1 | .. | .. | .. | .. | 2 | .. | 160.76 | .. | |
| Watertown,..... | 9 | 8 | 11 | 390 | .. | .. | 1 | .. | .. | 2 | .. | 173.63 | .. | |
| Winchester,..... | 8 | 7 | 21 | 903 | .. | .. | .. | .. | 2 | .. | .. | 188.33 | .. | |
| Woodbury, | 14 | 13 | 14 | 410 | 1 | .. | .. | .. | .. | 4 | .. | 168.64 | .. | |
| 26 Towns. | 226 | 248 | 326 | 11,539 | 16 | 5 | 3 | .. | 6 | 63 | 3 | 169.99 | .. | |

LITCHFIELD COUNTY.

| TOWNS. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|---------------------|----------------|--------------|--------------------|--------------|--|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | Number Poor. | Built during year. | Cost of new. | Estimated value of sites and build-ings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Litchfield, | 18 | 2 | .. | ..... | \$27,174 00 | 1 | 1,200 | .. | ..... | 1 |
| Barkhamsted, | 11 | 1 | .. | ..... | 3,850 00 | 1 | 75 | .. | ..... | .. |
| Bethlehem, | 7 | 2 | .. | ..... | 2,300 00 | .. | .. | .. | ..... | 1 |
| Bridgewater, | 5 | 1 | .. | ..... | 1,675 00 | 2 | 114 | 1 | \$5 00 | .. |
| Canaan, | 8 | .. | .. | ..... | 2,500 00 | .. | .. | .. | ..... | 1 |
| Colebrook, | 9 | .. | .. | ..... | 7,900 00 | 1 | 50 | 1 | 10 00 | .. |
| Cornwall, | 16 | 4 | .. | ..... | 7,100 00 | .. | .. | .. | ..... | 1 |
| Goshen, | 10 | 1 | .. | ..... | 2,500 00 | 3 | 75 | .. | ..... | .. |
| Harwinton, | 11 | 4 | .. | ..... | 5,425 00 | .. | .. | .. | ..... | .. |
| Kent, | 13 | 6 | .. | ..... | 4,650 00 | .. | .. | 1 | 5 00 | .. |
| Morris, | 6 | .. | .. | ..... | 2,300 00 | .. | .. | 1 | 10 00 | 1 |
| New Hartford, | 9 | 2 | .. | ..... | 16,850 00 | 3 | 429 | .. | ..... | 1 |
| New Milford, | 18 | 2 | .. | ..... | 17,800 00 | 5 | 1,000 | 4 | 45 00 | 1 |
| Norfolk, | 11 | 2 | .. | ..... | 9,350 00 | 1 | 30 | 5 | 30 00 | 1 |
| North Canaan, | 5 | .. | .. | ..... | 7,400 00 | 1 | 80 | 1 | 10 00 | 1 |
| Plymouth, | 8 | .. | .. | ..... | 9,200 00 | 12 | 539 | 8 | 55 00 | 2 |
| Roxbury, | 7 | 1 | .. | ..... | 1,700 00 | .. | .. | .. | ..... | 1 |
| Salisbury, | 13 | 3 | .. | ..... | 11,825 00 | 9 | 360 | 13 | 70 00 | 1 |
| Sharon, | 16 | .. | .. | ..... | 5,700 00 | .. | .. | 1 | 10 00 | 1 |
| Thomaston, | 8 | .. | .. | ..... | 22,000 00 | 1 | 150 | 1 | 40 00 | 1 |
| Torrington, | 9 | .. | .. | ..... | 60,000 00 | 2 | 400 | 1 | 80 00 | 1 |
| Warren, | 5 | .. | .. | ..... | 4,000 00 | 5 | .. | 5 | 40 00 | .. |
| Washington, | 12 | 1 | .. | ..... | 7,820 00 | .. | .. | 1 | 10 00 | 1 |
| Watertown, | 9 | .. | .. | ..... | 13,100 00 | 4 | 97 | 1 | 5 00 | 1 |
| Winchester, | 8 | 1 | .. | ..... | 51,500 00 | 2 | 707 | 2 | 80 00 | 1 |
| Woodbury, | 14 | .. | .. | ..... | 8,850 00 | .. | .. | .. | ..... | 1 |
| 26 Towns. | 266 | 33 | .. | ..... | \$314,469 00 | 53 | 5,306 | 47 | \$505 00 | 20 |

MIDDLESEX COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sitings. | GRADED SCHOOLS. | | | | | | High Schools. | Average length in days. | Evening Schools. |
|--------------------------|------------|--------------------|--------------|--------------------|-----------------|----------------|----------------|----------------|------------------------|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | Schools averaging 8 or less. | | | |
| Middletown,..... | 17 | 16 | 21 | 860 | 2 | .. | 1 | .. | .. | 2 | .. | 177.71 | .. |
| " City, | 1 | 3 | 24 | 1,076 | 1 | .. | .. | .. | 2 | .. | 1 | 190.00 | .. |
| " Indust'l School, .. | 1 | 1 | 5 | 228 | .. | .. | .. | 1 | .. | .. | .. | 240.00 | .. |
| " complete, | 19 | 20 | 50 | 2,164 | 3 | .. | 1 | 1 | 2 | 2 | 1 | 189.84 | .. |
| Haddam, | 10 | 9 | 12 | 416 | .. | .. | 1 | .. | .. | 2 | .. | 161.16 | .. |
| Chatham, | 11 | 11 | 13 | 471 | .. | 1 | .. | .. | .. | 2 | .. | 164.07 | .. |
| Chester, | 4 | 4 | 5 | 242 | 1 | .. | .. | .. | .. | .. | .. | 178.00 | .. |
| Clinton, | 1 | 2 | 2 | 68 | .. | .. | .. | .. | .. | 2 | .. | 184.00 | .. |
| Cromwell, | 5 | 6 | 10 | 426 | 4 | .. | .. | .. | .. | .. | 1 | 180.00 | .. |
| Durham, | 5 | 5 | 6 | 185 | 1 | .. | .. | .. | .. | .. | .. | 170.00 | .. |
| East Haddam, | 17 | 17 | 18 | 714 | 1 | .. | .. | .. | .. | 5 | .. | 163.61 | .. |
| Essex, | 1 | 6 | 9 | 360 | 2 | .. | .. | .. | .. | .. | .. | 190.00 | .. |
| Killingworth, | 8 | 7 | 7 | 193 | .. | .. | .. | .. | .. | 5 | .. | 145.00 | .. |
| Middlefield, | 4 | 4 | 4 | 152 | .. | .. | .. | .. | .. | .. | .. | 179.25 | .. |
| Old Saybrook, | 1 | 4 | 7 | 229 | .. | .. | 1 | .. | .. | .. | 1 | 143.57 | .. |
| Portland, | 6 | 6 | 17 | 712 | 1 | 1 | .. | .. | 1 | 2 | .. | 200.00 | .. |
| Saybrook, | 1 | 1 | 6 | 240 | .. | .. | .. | .. | 1 | .. | .. | 190.00 | .. |
| Westbrook, | 7 | 6 | 6 | 230 | .. | .. | .. | .. | .. | 2 | .. | 151.66 | .. |
| 15 Towns, | 100 | 108 | 172 | 6,802 | 13 | 2 | 3 | 1 | 4 | 22 | 3 | 177.20 | .. |

MIDDLESEX COUNTY.

| TOWNS. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|-----------------------|----------------|-----------|--------------------|--------------|---|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of new. | Estimated value of sites and buildings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Middletown, | 16 | 2 | 1 | \$1,000 00 | \$21,000 00 | 4 | 300 | 4 | \$25 00 | .. |
| “ City, | 3 | .. | .. | ..... | 40,000 00 | 1 | 700 | 1 | 65 00 | 1 |
| “ Industrial Sch., .. | .. | .. | .. | .. .... | ..... | 1 | 2,000 | .. | ..... | .. |
| “ complete,.... | 19 | 2 | 1 | 1,000 00 | 61,000 00 | 6 | 3,000 | 5 | 90 00 | 1 |
| Haddam, | 8 | 1 | .. | ..... | 13,300 00 | .. | .... | 1 | 10 00 | 1 |
| Chatham, | 11 | 1 | .. | ..... | 8,300 00 | 3 | 70 | 1 | 5 00 | 1 |
| Chester, | 4 | .. | .. | ..... | 8,000 00 | 1 | 75 | 2 | 15 00 | 1 |
| Clinton, | 3 | 1 | .. | ..... | 1,800 00 | 2 | 75 | .. | ..... | 1 |
| Cromwell, | 5 | 1 | .. | ..... | 6,700 00 | 2 | 70 | 3 | 20 00 | 1 |
| Durham, | 5 | 1 | .. | ..... | 4,450 00 | 2 | 35 | 3 | 20 00 | .. |
| East Haddam, | 17 | .. | .. | ..... | 12,025 00 | 6 | 200 | 3 | 15 00 | 1 |
| Essex, | 5 | .. | .. | ..... | 7,000 00 | 5 | 200 | 1 | 30 00 | .. |
| Killingworth,..... | 7 | 1 | .. | ..... | 2,550 00 | .. | .... | .. | ..... | .. |
| Middlefield,..... | 4 | .. | .. | ..... | 5,700 00 | 4 | 639 | .. | ..... | 1 |
| Old Saybrook, | 4 | .. | .. | 12,583 81 | 1,350 00 | 1 | 45 | 1 | 20 00 | 1 |
| Portland, | 7 | 1 | .. | ..... | 37,300 00 | 4 | 960 | 3 | 55 00 | 1 |
| Saybrook,..... | 2 | .. | .. | ..... | 11,000 00 | 1 | 445 | .. | ..... | .. |
| Westbrook, | 6 | 1 | .. | ..... | 1,600 00 | .. | .... | .. | ..... | .. |
| 15 Towns. | 107 | 10 | 1 | \$13,583.81 | \$182,075 00 | 37 | 5,814 | 23 | \$280 00 | 1 |

TOLLAND COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sittings. | GRADED SCHOOLS. | | | | | Schools averaging 8 or less. | High Schools. | Average length in days. | Evening Schools. |
|------------------|------------|--------------------|--------------|---------------------|-----------------|----------------|----------------|----------------|------------------------|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | | | | |
| Tolland,..... | 11 | 10 | 10 | 268 | .. | .. | .. | .. | .. | 3 | .. | 133.50 | .. |
| Andover,..... | 1 | 1 | 1 | 40 | .. | .. | .. | .. | .. | .. | .. | 180.00 | .. |
| Bolton, | 5 | 4 | 4 | 136 | .. | .. | .. | .. | .. | .. | .. | 162.50 | .. |
| Columbia, | 8 | 8 | 8 | 250 | .. | .. | .. | .. | .. | 1 | .. | 151.25 | .. |
| Coventry,..... | 10 | 9 | 11 | 427 | .. | 1 | .. | .. | .. | 1 | .. | 158.18 | .. |
| Ellington, | 10 | 9 | 10 | 336 | 1 | .. | .. | .. | .. | 3 | .. | 179.70 | .. |
| Hebron,..... | 9 | 9 | 9 | 228 | .. | .. | .. | .. | .. | .. | .. | 154.33 | .. |
| Mansfield,..... | 15 | 14 | 14 | 411 | .. | .. | .. | .. | .. | 1 | .. | 151.85 | .. |
| Somers,..... | 10 | 11 | 13 | 354 | .. | 1 | .. | .. | .. | 2 | .. | 162.34 | .. |
| Stafford,..... | 16 | 16 | 26 | 914 | 1 | 1 | .. | .. | 1 | 7 | .. | 165.38 | .. |
| Union, | 6 | 5 | 5 | 194 | .. | .. | .. | .. | .. | 2 | .. | 150.00 | .. |
| Vernon, | 9 | 9 | 33 | 1,452 | 2 | .. | .. | .. | 2 | 1 | 1 | 176.99 | .. |
| Willington, | 9 | 9 | 9 | 385 | .. | .. | .. | .. | .. | .. | .. | 134.88 | .. |
| 13 Towns. | 119 | 114 | 153 | 5,395 | 4 | 3 | .. | .. | 3 | 21 | 1 | 161.05 | .. |

TOLLAND COUNTY.

| TOWNS. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|-------------------|----------------|-----------|--------------------|--------------|--|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of new. | Estimated value of sites and build-ings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Tolland, | 10 | 1 | .. | ..... | \$3,475 00 | .. | .... | 1 | \$5.00 | .. |
| Andover,..... | 1 | .. | .. | ..... | 300 00 | .. | .... | 1 | 10.00 | 1 |
| Bolton,..... | 4 | .. | .. | ..... | 2,950 00 | 1 | 15 | 1 | 10.00 | 1 |
| Columbia, | 8 | .. | .. | ..... | 5,100 00 | .. | .... | .. | ..... | 1 |
| Coventry,..... | 10 | 1 | .. | ..... | 7,450 00 | 3 | 200 | 2 | 20.00 | 2 |
| Ellington,..... | 9 | 1 | 1 | ..... | 14,300 00 | 3 | 135 | 9 | 55.00 | 1 |
| Hebron, | 9 | .. | .. | \$600 00 | 4,450 00 | 2 | 50 | 1 | 5.00 | 1 |
| Mansfield,..... | 14 | .. | .. | ..... | 7,030 00 | .. | .... | 3 | 20.00 | . |
| Somers, ... | 10 | 3 | .. | ..... | 6,500 00 | .. | .... | .. | ..... | .. |
| Stafford, | 16 | 4 | .. | ..... | 33,750 00 | 2 | 1,331 | 2 | 20.00 | 1 |
| Union, | 5 | .. | .. | ..... | 2,500 00 | 5 | 200 | .. | ..... | .. |
| Vernon, | 11 | .. | 1 | 50,000 00 | 74,900 00 | 2 | 1,200 | 1 | 40.00 | .. |
| Willington, | 9 | .. | .. | ..... | 3,300 00 | .. | .... | .. | ..... | 1 |
| 13 Towns. | 116 | 10 | 2 | \$50,600 00 | \$166,005 00 | 18 | 2,131 | 21 | \$185.00 | 9 |

SUMMARY BY COUNTIES.

| COUNTIES. | Districts. | Number of Schools. | Departments. | Number of Sittings. | GRADED SCHOOLS. | | | | | | | High Schools. | Average length in days. | Evening Schools. |
|-------------------|------------|--------------------|--------------|---------------------|-----------------|----------------|---------------|----------------|-----------------------|------------------------------|----|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments | 5 Departments. | 6 or more Departments | Schools averaging 8 or less. | | | | |
| Hartford,..... | 231 | 277 | 613 | 26,496 | 33 | 13 | 7 | 6 | 20 | 32 | 10 | 184.09 | 3 | |
| New Haven, | 158 | 244 | 773 | 36,525 | 21 | 9 | 18 | 4 | 43 | 19 | 9 | 192.22 | 16 | |
| New London,..... | 210 | 214 | 369 | 15,720 | 14 | 9 | 10 | 4 | 10 | 41 | .. | 172.08 | .. | |
| Fairfield,..... | 202 | 244 | 560 | 25,820 | 25 | 9 | 5 | 2 | 26 | 22 | 4 | 194.16 | 3 | |
| Windham,..... | 140 | 135 | 205 | 7,959 | 9 | 10 | .. | 1 | 5 | 24 | 2 | 170.58 | 2 | |
| Litchfield, | 226 | 248 | 326 | 11,539 | 16 | 5 | 3 | .. | 6 | 63 | 3 | 169.99 | .. | |
| Middlesex,..... | 100 | 108 | 172 | 6,802 | 13 | 2 | 3 | 1 | 4 | 22 | 3 | 177.20 | .. | |
| Tolland,..... | 119 | 114 | 153 | 5,395 | 4 | 3 | .. | .. | 3 | 21 | 1 | 161.05 | .. | |
| The State. | 1386 | 1584 | 3171 | 136,256 | 135 | 60 | 46 | 18 | 117 | 244 | 32 | 182.74 | 24 | |

SUMMARY BY COUNTIES.

| COUNTIES. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|-------------------|----------------|--------------|--------------------|--------------|---|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | Number Poor. | Built during year. | Cost of new. | Estimated value of sites and buildings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Hartford, | 274 | 16 | 1 | \$27,000 00 | \$2,112,450 00 | 112 | 18,355 | 105 | \$1,500 00 | 19 |
| New Haven, | 262 | 20 | 3 | 30,000 00 | 2,277,938 00 | 93 | 29,827 | 49 | 1,940 00 | 15 |
| New London,..... | 220 | 24 | 1 | 80,000.00 | 708,600 00 | 48 | 8,098 | 31 | 530 00 | 9 |
| Fairfield,..... | 247 | 27 | 4 | 213,000 00 | 1,501,684 49 | 68 | 6,972 | 62 | 1,145 00 | 14 |
| Windham,..... | 143 | 10 | .. | ..... | 245,315 00 | 32 | 5,625 | 54 | 420 00 | 10 |
| Litchfield,..... | 266 | 33 | .. | ..... | 314,469 00 | 53 | 5,306 | 47 | 505 00 | 20 |
| Middlesex, | 107 | 10 | 1 | 13,583 81 | 182,075 00 | 37 | 5,814 | 23 | 280 00 | 11 |
| Tolland,..... | 116 | 10 | 2 | 50,600 00 | 166,005 00 | 18 | 2,131 | 21 | 185 00 | 9 |
| The State. | 1635 | 150 | 12 | \$414,183 81 | \$7,508,536 49 | 463 | 82,128 | 392 | \$6,505 00 | 107 |

TABLE SHOWING ENUMERATION OF PERSONS
BETWEEN 4 AND 16 YEARS OF AGE, BY
DISTRICTS, IN OCT., 1892.

HARTFORD COUNTY.

| HARTFORD. | | |
|---------------------------|--------|-------|
| Districts. | Enum. | 1892. |
| First,..... | 2,342 | |
| South,..... | 3,672 | |
| Second North,..... | 1,267 | |
| West Middle,..... | 1,092 | |
| Arsenal,..... | 988 | |
| Washington,..... | 500 | |
| South West,..... | 56 | |
| North East,..... | 559 | |
| North West,..... | 226 | |
| Gravel Hill,..... | 37 | |
| Total, 10 Districts,..... | 10,739 | |

| AVON. | | |
|--------------------------|-----|--|
| 1,..... | 12 | |
| 2,..... | 28 | |
| 3,..... | 35 | |
| 4,..... | 20 | |
| 5,..... | 38 | |
| 6,..... | 70 | |
| 7,..... | 28 | |
| Total, 7 Districts,..... | 231 | |

| BERLIN. | | |
|--------------------------|-----|--|
| 1,..... | 119 | |
| 2,..... | 82 | |
| 3,..... | 24 | |
| 4,..... | 35 | |
| 5,..... | 64 | |
| 6,..... | 44 | |
| 7,..... | 28 | |
| 8,..... | 56 | |
| 9,..... | 74 | |
| Total, 9 Districts,..... | 526 | |

| BLOOMFIELD. | | |
|--------------------------|-----|--|
| Centre,..... | 56 | |
| Farms,..... | 38 | |
| North Middle,..... | 18 | |
| South Middle,..... | 36 | |
| Scotland South,..... | 21 | |
| Duncaster,..... | 32 | |
| South West,..... | 15 | |
| North East,..... | 17 | |
| Total, 8 Districts,..... | 233 | |

| BRISTOL. | | |
|---------------------------|-------|--|
| 1,..... | 428 | |
| 2,..... | 210 | |
| 3,..... | 503 | |
| 5,..... | 158 | |
| 6,..... | 58 | |
| 7,..... | 19 | |
| 8,..... | 31 | |
| 9,..... | 13 | |
| 10,..... | 23 | |
| 11,..... | 22 | |
| 12,..... | 18 | |
| 13,..... | 196 | |
| Total, 12 Districts,..... | 1,739 | |

| BURLINGTON. | | |
|--------------------------|-------|-------|
| Districts. | Enum. | 1892. |
| First,..... | 26 | |
| Second,..... | 18 | |
| Third,..... | 44 | |
| Fourth,..... | 35 | |
| Fifth,..... | 19 | |
| Sixth,..... | 16 | |
| Seventh,..... | 15 | |
| Eighth,..... | 13 | |
| Ninth,..... | 111 | |
| Total, 9 Districts,..... | 297 | |

| CANTON. | | |
|--------------------------|-----|--|
| Collinsville,..... | 361 | |
| Suffrage,..... | 40 | |
| River,..... | 49 | |
| East Hill,..... | 12 | |
| Centre,..... | 25 | |
| South Centre,..... | 42 | |
| North,..... | 28 | |
| West,..... | 23 | |
| Total, 8 Districts,..... | 580 | |

| EAST GRANBY. | | |
|--------------------------|-----|--|
| 1,..... | 31 | |
| 2,..... | 21 | |
| 3,..... | 36 | |
| 4,..... | 11 | |
| 5,..... | 5 | |
| 6,..... | 20 | |
| Total, 6 Districts,..... | 124 | |

| EAST HARTFORD. | | |
|---------------------------|-------|--|
| 1, North,..... | 42 | |
| 2, Second North,..... | 239 | |
| 3, Centre,..... | 281 | |
| 4, Second South,..... | 97 | |
| 5, Hockanum,..... | 79 | |
| 6, South Middle,..... | 28 | |
| 7, South East,..... | 26 | |
| 8, Burnside,..... | 242 | |
| 9, Meadow,..... | 143 | |
| 10, Long Hill,..... | 22 | |
| Total, 10 Districts,..... | 1,199 | |

| EAST WINDSOR. | | |
|---------------------------|-----|--|
| 1,..... | 25 | |
| 2,..... | 11 | |
| 3,..... | 40 | |
| 4,..... | 25 | |
| 5,..... | 233 | |
| 6,..... | 23 | |
| 7,..... | 18 | |
| 8,..... | 277 | |
| 9,..... | 7 | |
| 10,..... | 40 | |
| 11,..... | 30 | |
| Total, 11 Districts,..... | 729 | |

| ENFIELD. | | |
|---------------------------|-------|-------|
| Districts. | Enum. | 1892. |
| 1,..... | 69 | |
| 2,..... | 1,128 | |
| 3,..... | 36 | |
| 4,..... | 29 | |
| 5,..... | 39 | |
| 6,..... | 23 | |
| 7, Addison,..... | 25 | |
| 8,..... | 71 | |
| 9,..... | 24 | |
| 10,..... | 15 | |
| 11,..... | 14 | |
| 12,..... | 26 | |
| 13,..... | 147 | |
| Total, 13 Districts,..... | 1,646 | |

| FARMINGTON. | | |
|--------------------------|-----|--|
| Center,..... | 166 | |
| East Farms,..... | 34 | |
| North East,..... | 13 | |
| Scott's Swamp,..... | 19 | |
| Union,..... | 411 | |
| Waterville,..... | 14 | |
| West,..... | 42 | |
| Total, 7 Districts,..... | 699 | |

| GLASTONBURY. | | |
|---------------------------|-----|--|
| 1, Naubuc,..... | 102 | |
| 2, Center,..... | 74 | |
| 3, Green,..... | 37 | |
| 4, Old Church,..... | 41 | |
| 5, Addison,..... | 51 | |
| 6, S. Center,..... | 57 | |
| 7, Taylortown,..... | 20 | |
| 8, Matson Hill,..... | 18 | |
| 9, Twine Mill,..... | 74 | |
| 10, Nayaug,..... | 28 | |
| 11, North St.,..... | 29 | |
| 12, Wassuc,..... | 26 | |
| 13, Middle,..... | 19 | |
| 14, Hill,..... | 12 | |
| 15, North East,..... | 20 | |
| 16, Goslee,..... | 17 | |
| 17, Neipsic,..... | 41 | |
| 18, Williams,..... | 32 | |
| Total, 18 Districts,..... | 698 | |

| GRANBY. | | |
|---------------------------|-----|--|
| 1,..... | 59 | |
| 2,..... | 26 | |
| 3,..... | 4 | |
| 4,..... | 40 | |
| 5,..... | 9 | |
| 6,..... | 30 | |
| 8,..... | 15 | |
| 9,..... | 17 | |
| 10,..... | 26 | |
| 11,..... | 18 | |
| Total, 10 Districts,..... | 244 | |

HARTFORD COUNTY—continued.

| HARTLAND. | | ROCKY HILL. | | SUFFIELD. | |
|------------------------|-------------|-------------------------|-------|-------------------------|-------------|
| West Parish. | | Districts. Enum. 1892. | | 1st Society. | |
| Districts. | Enum. 1892. | North,..... | 24 | Districts. | Enum. 1892. |
| Center,..... | 8 | Center,..... | 72 | North West,..... | 55 |
| Mill,..... | 17 | South,..... | 53 | South,..... | 55 |
| South Hollow,..... | 11 | West,..... | 43 | East,..... | 34 |
| South West,..... | 8 | Total, 4 Districts, .. | 192 | South East,..... | 62 |
| East Parish. | | | | North,..... | 32 |
| Center,..... | 21 | SIMSBURY. | | North East,..... | 4 |
| North East,..... | 12 | Center,..... | 55 | Center,..... | 149 |
| South West,..... | 9 | Hop Meadow,..... | 47 | 2d Society. | |
| North Hollow,..... | 9 | East Weatogue,..... | 23 | Center,..... | 63 |
| Total, 8 Districts, .. | 95 | West Weatogue,..... | 21 | South,..... | 44 |
| MANCHESTER. | | Meadow Plain,..... | 13 | West,..... | 30 |
| 1,..... | 54 | Bushy Hill,..... | 18 | North,..... | 38 |
| 2,..... | 80 | West Simsbury,..... | 44 | Total, 11 Districts, .. | 611 |
| 3,..... | 91 | New District,..... | 31 | WEST HARTFORD. | |
| 4,..... | 102 | Union,..... | 15 | Union,..... | 436 |
| 5,..... | 66 | Westover's Plain,..... | 26 | Total, 1 District, .. | 436 |
| 6,..... | 54 | Terry's Plain,..... | 21 | WETHERSFIELD. | |
| 7,..... | 100 | Tariffville,..... | 84 | First,..... | 73 |
| 8,..... | 437 | Total, 12 Districts, .. | 398 | Second,..... | 84 |
| 9,..... | 968 | SOUTHINGTON. | | Third,..... | 53 |
| Total, 9 Districts, .. | 1,952 | 1,..... | 510 | Fourth,..... | 70 |
| MARLBOROUGH. | | 2,..... | 44 | Fifth,..... | 44 |
| Center,..... | 36 | 3,..... | 59 | Sixth,..... | 45 |
| North,..... | 17 | 4,..... | 253 | Total, 6 Districts, .. | 369 |
| North West,..... | 65 | 5,..... | 45 | WINDSOR. | |
| South,..... | 4 | 6,..... | 23 | 1,..... | 56 |
| Total, 4 Districts, .. | 122 | 7,..... | 16 | 2,..... | 26 |
| NEW BRITAIN. | | 8,..... | 31 | 3,..... | 155 |
| Consolidated,..... | 4,420 | 9,..... | 19 | 4,..... | 58 |
| Total, 1 District, .. | 4,420 | 10,..... | 64 | 5,..... | 26 |
| NEWINGTON. | | 11,..... | 94 | 6,..... | 47 |
| North,..... | 73 | Total, 11 Districts, .. | 1,158 | 7,..... | 23 |
| Middle,..... | 69 | SOUTH WINDSOR. | | 8,..... | 30 |
| South,..... | 37 | First,..... | 34 | 9,..... | 128 |
| South East,..... | 21 | Second,..... | 26 | 10,..... | 48 |
| Total, 4 Districts, .. | 200 | Third,..... | 63 | Total, 10 Districts, .. | 597 |
| PLAINVILLE. | | Fourth,..... | 48 | WINDSOR LOCKS. | |
| Consolidated,..... | 367 | Fifth,..... | 43 | Union,..... | 686 |
| Total, 1 District, .. | 367 | Sixth,..... | 14 | Total, 1 District, .. | 686 |
| | | Seventh,..... | 34 | | |
| | | Eighth,..... | 51 | | |
| | | Ninth,..... | 15 | | |
| | | Tenth,..... | 23 | | |
| | | Total, 10 Districts, .. | 351 | | |

NEW HAVEN COUNTY.

| NEW HAVEN. | | BETHANY. | | CHESHIRE. | |
|------------------------|--------|------------------------|-----|-------------------------|-----|
| City District, | 19,064 | 1, Center, | 28 | 1, | 83 |
| Westville, | 412 | 2, Gate, | 29 | 2, | 20 |
| South, | 78 | 3, Smith, | 10 | 3, | 31 |
| Total, 3 Districts, .. | 19,554 | 4, Downs, | 14 | 4, | 17 |
| | | 5, Beecher, | 16 | 5, | 14 |
| | | | | 6, | 32 |
| ANSONIA. | | Total, 5 Districts, .. | 97 | 7, | 30 |
| Consolidated, | 2,389 | | | 8, | 24 |
| Total, 1 District, .. | 2,389 | | | 9, | 24 |
| | | | | 10, | 19 |
| BEACON FALLS. | | BRANFORD. | | 11, | 20 |
| Consolidated, | 108 | Union, | 922 | 12, | 44 |
| Total, 1 District, .. | 108 | Total, 1 District, .. | 922 | Total, 12 Districts, .. | 358 |

NEW HAVEN COUNTY—continued.

| DERBY. | |
|------------------------|-------------|
| Districts. | Enum. 1892. |
| 1, | 81 |
| 2, | 319 |
| 3, | 102 |
| 6, | 1,005 |
| Total, 4 Districts, .. | 1,507 |

| EAST HAVEN. | |
|------------------------|-----|
| Union, | 104 |
| North, | 42 |
| Total, 2 Districts, .. | 146 |

| GUILFORD. | |
|-------------------------|-----|
| 1, Union, | 315 |
| 2, Clapboard Hill, .. | 16 |
| 3, Nut Plains, | 21 |
| 5, Moose Hill, | 7 |
| 6, Leete's Island, .. | 47 |
| 7, Sachem's Head, .. | 6 |
| 8, N. G., South, | 21 |
| 9, N. G., Center, | 15 |
| 10, N. G., North, | 18 |
| 11, N. G., Bluff, | 6 |
| Joint Districts, | 15 |
| Total, 10 Districts, .. | 487 |

| HAMDEN. | |
|-------------------------|-----|
| 1, | 32 |
| 2, | 14 |
| 3, | 44 |
| 4, | 112 |
| 5, | 78 |
| 6, | 47 |
| 7, | 30 |
| 8, | 136 |
| 9, | 107 |
| 10, | 28 |
| 11, | 51 |
| 12, | 28 |
| 13, | 181 |
| Total, 13 Districts, .. | 888 |

| MADISON. | |
|-------------------------|-----|
| 1, South Center, | 18 |
| 2, Hammonasset, | 25 |
| 3, Woods, | 21 |
| 4, Neck, | 15 |
| 5, Union, | 11 |
| 7, North West, | 19 |
| 8, Boston Street, | 46 |
| 9, East River, | 22 |
| 10, North Center, | 11 |
| 11, Rockland, | 18 |
| 12, Summer Hill, | 14 |
| 13, West Side, | 8 |
| Total, 12 Districts, .. | 228 |

| MERIDEN. | |
|-------------------------|-------|
| Corner, | 2,027 |
| Center, | 900 |
| West, | 1,120 |
| Railroad, | 436 |
| Old Road, | 487 |
| Prattsville, | 652 |
| Hanover, | 208 |
| Farms, | 64 |
| East, | 85 |
| North East, | 64 |
| South East, | 34 |
| North West, | 62 |
| Total, 12 Districts, .. | 6,139 |

| MIDDLEBURY. | |
|------------------------|-------------|
| Districts. | Enum. 1892. |
| 1, | 22 |
| 2, | 25 |
| 3, | 24 |
| 4, | 46 |
| 5, | 5 |
| 6, | 5 |
| Total, 6 Districts, .. | 127 |

| MILFORD. | |
|-----------------------|-----|
| Union, | 740 |
| Total, 1 District, .. | 740 |

| NAUGATUCK. | |
|------------------------|-------|
| 1, Union Center, | 920 |
| 2, Union City, | 357 |
| 3, Millville, | 67 |
| 4, Middle, | 42 |
| 5, Straitsville, | 11 |
| 6, Pond Hill, | 34 |
| Total, 6 Districts, .. | 1,431 |

| NORTH BRANFORD. | |
|------------------------|-----|
| First, | 20 |
| Second, | 68 |
| Third, | 20 |
| Fourth, | 11 |
| Fifth, | 8 |
| Sixth, | 23 |
| Seventh, | 27 |
| Total, 7 Districts, .. | 177 |

| NORTH HAVEN. | |
|------------------------|-----|
| 1, | 32 |
| 2, | 33 |
| 3, | 75 |
| 4, | 92 |
| 5, | 7 |
| 6, | 25 |
| 7, | 47 |
| 8, | 48 |
| Total, 8 Districts, .. | 359 |

| ORANGE. | |
|------------------------|-------|
| Union, | 714 |
| Northern, | 164 |
| Western, | 50 |
| First, | 18 |
| Second, | 46 |
| Third, | 22 |
| Fourth, | 10 |
| Tyler City, | 52 |
| Total, 8 Districts, .. | 1,076 |

| OXFORD. | |
|---------------------------|-----|
| 1, Center, | 21 |
| 2, Quakers' Farms, .. | 12 |
| 3, Chestnut Tree Hill, .. | 24 |
| 4, Christian Street, .. | 17 |
| 5, Five Mile Hill, | 6 |
| 6, Riggs Street, | 17 |
| 7, Bowers' Hill, | 14 |
| 8, Hull's Hill, | 17 |
| 9, Red City, | 11 |
| 10, Shrub Oak, | 35 |
| 11, Red Oak, | 10 |
| 12, | 13 |
| 13, Rock House Hill, .. | 18 |
| Total, 13 Districts, .. | 215 |

| PROSPECT. | |
|-----------------------|-------------|
| Districts. | Enum. 1892. |
| Union, | 80 |
| Total, 1 District, .. | 80 |

| SEYMOUR. | |
|-----------------------|-----|
| Consolidated, | 844 |
| Total, 1 District, .. | 844 |

| SOUTHURY. | |
|-------------------------|-----|
| 1, White Oak, | 17 |
| 2, Bullet Hill, | 35 |
| 3, Southford, | 15 |
| 4, Kettletown, | 4 |
| 5, South Britain, | 45 |
| 6, Pierce Hollow, | 17 |
| 7, Purchase, | 40 |
| 8, Wapping, | 22 |
| 9, Pootatuck, | 9 |
| Total, 9 Districts, .. | 204 |

| WALLINGFORD. | |
|--------------------------|-------|
| 1, Cook Hill, | 20 |
| 2, Parker's Farms, .. | 33 |
| 3, Yalesville, | 174 |
| 4, North Farms, | 31 |
| 5, 6, Central, | 1,190 |
| 7, Pond Hill, | 34 |
| 8, East Farms, | 23 |
| 9, N. E. Farms, | 21 |
| 10, Tyler's Mills, | 17 |
| Total, 9 Districts, .. | 1,543 |

| WATERBURY. | |
|-------------------------|-------|
| Center, | 8,864 |
| Hopeville, | 225 |
| Waterville, | 134 |
| East Farms, | 24 |
| Saw Mill Plains, | 68 |
| Buck's Hill, | 69 |
| Bunker Hill, | 83 |
| Oronoke, | 79 |
| Town Plot, | 74 |
| East Mountain, | 31 |
| South Brooklyn, | 54 |
| Total, 11 Districts, .. | 9,705 |

| WOLCOTT. | |
|-----------------------|-----|
| Union, | 144 |
| Total, 1 District, .. | 144 |

| WOODBIDGE. | |
|-----------------------|-----|
| Consolidated, | 169 |
| Total, 1 District, .. | 169 |

NEW LONDON COUNTY.

| NEW LONDON. | | |
|-----------------------|-------|-------|
| Districts. | Enum. | 1892. |
| Union, | 2,676 | |
| Total, 1 District, .. | 2,676 | |

| NORWICH. | | |
|-------------------------|-------|--|
| Norwich Town, | 259 | |
| Central, | 1,534 | |
| West Chelsea, | 922 | |
| Greeneville, | 1,004 | |
| Wequonnock, | 857 | |
| Falls, or Third, | 278 | |
| West Town Street, | 123 | |
| Mill, or Yantic, .. | 59 | |
| East Great Plain, | 57 | |
| Scotland Road, | 15 | |
| Plain Hill, | 18 | |
| Wawecus Hill, | 18 | |
| Total, 12 Districts, .. | 5,144 | |

| BOZRAH. | | |
|------------------------|-----|--|
| First, | 24 | |
| Second, | 21 | |
| Third, | 37 | |
| Fourth, | 12 | |
| Fifth, | 29 | |
| Sixth, | 67 | |
| Seventh, | 18 | |
| Total, 7 Districts, .. | 208 | |

| COLCHESTER. | | |
|-------------------------|-----|--|
| First, | 335 | |
| Second, | 27 | |
| Third, | 33 | |
| Fourth, | 25 | |
| Fifth, | 75 | |
| Sixth, | 25 | |
| Seventh, | 20 | |
| Center, Westchester, .. | 23 | |
| North East, " .. | 37 | |
| North West, " .. | 13 | |
| South East, " .. | 19 | |
| South West, " .. | 24 | |
| Total, 12 Districts, .. | 656 | |

| EAST LYME. | | |
|------------------------|-----|--|
| 1, Hill, | 38 | |
| 2, Flanders, | 57 | |
| 3, Boston, | 14 | |
| 4, Niantic, | 140 | |
| 5, Black Point, | 49 | |
| 6, Mack's Mill, | 10 | |
| 7, Toad Rock, | 24 | |
| 8, River Head, | 35 | |
| 9, Walnut Hill, | 20 | |
| Total, 9 Districts, .. | 387 | |

| FRANKLIN. | | |
|------------------------|-----|--|
| 2, | 19 | |
| 3, | 12 | |
| 4, | 17 | |
| 5, | 14 | |
| 6, | 15 | |
| 7, | 22 | |
| 8, | 14 | |
| Total, 7 Districts, .. | 113 | |

| GRISWOLD. | | |
|-------------------------|-------|-------|
| Districts. | Enum. | 1892. |
| 1, | 10 | |
| 2, | 16 | |
| 3, | 11 | |
| 4, | 7 | |
| 5, | 10 | |
| 6, | 2 | |
| 7, | 28 | |
| 8, | 102 | |
| 9, | 8 | |
| 10, | 7 | |
| 11, | 8 | |
| 12, | 452 | |
| 13, | 8 | |
| 14, | 24 | |
| Total, 14 Districts, .. | 693 | |

| GROTON. | | |
|-------------------------|-------|--|
| 1, | 253 | |
| 2, | 58 | |
| 3, | 37 | |
| 4, | 32 | |
| 5, | 225 | |
| 6, | 59 | |
| 7, | 68 | |
| 8, | 32 | |
| 9, | 20 | |
| 10, | 114 | |
| 11, | 165 | |
| Joint District, .. | 18 | |
| Total, 11 Districts, .. | 1,081 | |

| LEBANON. | | |
|-------------------------|-----|--|
| 1, | 29 | |
| 2, | 15 | |
| 3, | 19 | |
| 4, | 13 | |
| 5, | 20 | |
| 6, | 44 | |
| 7, | 17 | |
| 8, | 9 | |
| 9, | 23 | |
| 10, | 28 | |
| 11, | 5 | |
| 12, | 22 | |
| 13, | 29 | |
| 14, | 16 | |
| 15, | 11 | |
| 16, | 14 | |
| Total, 16 Districts, .. | 314 | |

| LEDYARD. | | |
|-------------------------|-----|--|
| 1, | 18 | |
| 2, | 26 | |
| 3, | 26 | |
| 4, | 16 | |
| 5, | 11 | |
| 6, | 16 | |
| 7, | 15 | |
| 8, | 24 | |
| 9, | 6 | |
| 10, | 6 | |
| 11, | 26 | |
| 12, | 25 | |
| 13, | 38 | |
| 14, | 20 | |
| Total, 14 Districts, .. | 273 | |

| LISBON. | | |
|------------------------|-------|-------|
| Districts. | Enum. | 1892. |
| 1, Newent, | 13 | |
| 2, | 11 | |
| 3, | 25 | |
| 4, | 15 | |
| 5, | 14 | |
| 6, | 13 | |
| Joint District, | 13 | |
| Total, 6 Districts, .. | 104 | |

| LYME. | | |
|--------------------------|-----|--|
| 1, Bill Hill, | 26 | |
| 2, Pleasant Valley, .. | 21 | |
| 3, Joshuatown, | 24 | |
| 4, North Grassy Hill, .. | 11 | |
| 5, South Grassy Hill, .. | 13 | |
| 6, Sterling City, | 44 | |
| 7, Hadlyme, | 37 | |
| Total, 7 Districts, .. | 176 | |

| MONTVILLE. | | |
|-------------------------|-----|--|
| 1, | 35 | |
| 2, | 13 | |
| 3, | 16 | |
| 4, | 211 | |
| 5, | 7 | |
| 6, | 8 | |
| 7, | 11 | |
| 9, | 24 | |
| 10, | 153 | |
| 11, | 20 | |
| 12, | 40 | |
| 13, | 32 | |
| Total, 12 Districts, .. | 570 | |

| NORTH STONINGTON. | | |
|-------------------------|-----|--|
| 1, | 21 | |
| 2, | 48 | |
| 3, | 33 | |
| 4, | 36 | |
| 5, | 11 | |
| 6, | 21 | |
| 7, | 19 | |
| 8, | 6 | |
| 9, | 8 | |
| 10, | 19 | |
| 11, | 25 | |
| 12, | 12 | |
| 13, | 22 | |
| 14, | 35 | |
| 15, | 13 | |
| Total, 15 Districts, .. | 329 | |

| OLD LYME. | | |
|------------------------|-----|--|
| First, | 76 | |
| Second, | 16 | |
| Third, | 20 | |
| Fourth, | 25 | |
| Fifth, | 28 | |
| Sixth, | 17 | |
| Seventh, | 20 | |
| Eighth, | 10 | |
| Total, 8 Districts, .. | 212 | |

NEW LONDON COUNTY—continued.

| PRESTON. | | SPRAGUE. | | VOLUNTOWN. | |
|------------------------|--------------------|-------------------------|--------------------|-------------------------|--------------------|
| <i>Districts.</i> | <i>Enum. 1892.</i> | <i>Districts.</i> | <i>Enum. 1892.</i> | <i>Districts.</i> | <i>Enum. 1892.</i> |
| 1, Long Society, . . . | 130 | 1, Baltic, | 116 | 3, | 12 |
| 2, Bridge, | 237 | 2, Potopogue, | 18 | 4, | 180 |
| 3, Palmer, | 16 | 3, Hanover, | 68 | 5, | 2 |
| 4, Poquetannock, . . . | 97 | 4, Branch, | 13 | 6, | 19 |
| 5, Haskell, | 33 | 5, Versailles, | 137 | 7, | 11 |
| 6, Brewster's Neck, .. | 32 | Total, 5 Districts., | 352 | 8, | 11 |
| 7, Preston City, . . . | 18 | | | 9, | 9 |
| 8, Broad Brook, . . . | 2 | | | 10, | 14 |
| 9, Brown, | 21 | | | | |
| 10, Kimball, | 20 | STONINGTON. | | Total, 8 Districts., | 276 |
| 11, Crary, | 7 | 1, Road, | 32 | | |
| 12, Plains, | 22 | 2, Quiambog, | 25 | WATERFORD. | |
| Total, 12 Districts., | 635 | 3, Mystic Bridge, . . | 125 | 1, Lake's Pond, | 23 |
| | | 4, Mason's Island, . . | 19 | 2, Upper Quaker Hill, | 45 |
| | | 5, Old Mystic, | 83 | 3, Lower Quaker Hill, | 70 |
| | | 6, Wheeler, | 15 | 4, Durfee Hill, | 85 |
| | | 7, Wolf Neck, | 11 | 5, Jordan, | 140 |
| | | 8, Borough, | 382 | 6, Cohanzie, | 125 |
| | | 10, Wequetequock, . . | 37 | 7, East Lake's Pond, . | 20 |
| | | 11, Pawcatuck, | 49 | 8, Morgan, | 20 |
| | | 13, Randall, | 22 | 9, Spithead, | 25 |
| | | 14, | 5 | 10, West Neck, | 50 |
| | | 15, Williams, | 6 | 11, East Neck, | 26 |
| | | 16, Liberty Street, . . | 290 | | |
| | | 18, Palmer Street, . . | 372 | | |
| | | 19, Harbor, | 21 | | |
| | | Total, 16 Districts., | 1,494 | | |
| | | | | Total, 11 Districts., | 629 |

FAIRFIELD COUNTY.

| BRIDGEPORT. | | EASTON. | | 14, Peck's Land,..... 21 | |
|-------------------------|--------|-----------------------|-----|--------------------------|-------|
| Union,..... | 13,586 | 1, Center,..... | 26 | 15, Riversville,..... | 51 |
| Total, 1 District,... | 13,586 | 3, Narrows,..... | 33 | 16, Glenville,..... | 139 |
| DANBURY. | | 4, Union,..... | 14 | 17, King Street,..... | 50 |
| Center,..... | 3,072 | 5,..... | 13 | 18, Byram,..... | 212 |
| South Center,..... | 753 | 6, Judd,..... | 12 | 19, E. Port Chester,.. | 272 |
| Mill Plain,..... | 48 | 7, Rock House,..... | 19 | 20, Pemberwick,..... | 39 |
| Beaver Brook,..... | 123 | 9,..... | 12 | | |
| Great Plain,..... | 47 | 10,..... | 23 | Total, 20 Districts,. | 2,073 |
| King Street,..... | 35 | | | HUNTINGTON. | |
| Miry Brook,..... | 65 | Total, 8 Districts,. | 152 | Center,..... | 24 |
| Middle River,..... | 45 | FAIRFIELD. | | Trapfall,..... | 9 |
| Pembroke,..... | 19 | Southport,..... | 207 | Isinglass,..... | 16 |
| Westville,..... | 19 | Middle,..... | 176 | Booth's Hill,..... | 16 |
| Long Ridge,..... | 26 | Mill Plain,..... | 115 | Walnut-tree Hill,.... | 22 |
| Starr's Plain,..... | 16 | Greenfield Hill,.... | 41 | Upper White Hills,.. | 25 |
| N. Ridgebury (fract'l), | 2 | Jenning's Wood,.... | 25 | Lower White Hills,.. | 14 |
| Deer Hill,..... | 163 | North,..... | 39 | French,..... | 27 |
| Total, 13 Districts,. | 4,433 | Holland Hill,..... | 29 | Coram,..... | 16 |
| BETHEL. | | Bulkely's,..... | 35 | Long Hill,..... | 23 |
| Union,..... | 779 | Stratfield,..... | 50 | Mill,..... | 4 |
| Total, 1 District,... | 779 | Hoyden's Hill,..... | 20 | Ferry,..... | 758 |
| BROOKFIELD. | | Banks, North,..... | 11 | | |
| 1,..... | 46 | " South,..... | 17 | Total, 12 Districts,. | 954 |
| 2,..... | 20 | Burr's,..... | 25 | MONROE. | |
| 3,..... | 31 | Deerfield,..... | 19 | Center,..... | 25 |
| 4,..... | 29 | | | Cutler's Farms,.... | 33 |
| 5,..... | 25 | Total, 14 Districts,. | 809 | Stepney,..... | 36 |
| 6,..... | 27 | GREENWICH. | | Birdsey's Plains,.... | 21 |
| 7,..... | 22 | 1, Meeting House,... | 658 | Eastern,..... | 18 |
| 8,..... | 11 | 2, Cos Cob,..... | 98 | Elm Street, ... | 26 |
| Total, 8 Districts,. | 211 | 3, Sound Beach,.... | 109 | Walker's Farms,..... | 20 |
| DARIEN. | | 4, Mianus,..... | 82 | | |
| 1, Noroton,..... | 119 | 5, North Mianus,.... | 64 | Total, 7 Districts,. | 179 |
| 2, Center,..... | 135 | 6, North Cos Cob,... | 27 | NEW CANAAN. | |
| 3, Ox Ridge,..... | 57 | 7, S. Stanwich,..... | 48 | 1,..... | 258 |
| 4, Holmes,..... | 47 | 8, N. Stanwich,..... | 20 | 2,..... | 33 |
| Total, 4 Districts,. | 358 | 9, Banksville,..... | 6 | 3,..... | 33 |
| | | 10, Round Hill,.... | 55 | 4,..... | 33 |
| | | 11, Quaker Ridge,... | 37 | 5,..... | 20 |
| | | 12, North Street,... | 50 | 6,..... | 45 |
| | | 13, Clapboard Ridge,. | 35 | | |

FAIRFIELD COUNTY — *continued.*

| Districts. | Enum. 1892. |
|-------------------------|-------------|
| 7, | 25 |
| 8, | 27 |
| 9, | 37 |
| 10, | 11 |
| 11, | 16 |
| Total, 11 Districts, .. | 538 |

NEW FAIRFIELD.

| | |
|---------------------|----|
| East Center, | 34 |
| West Center, | 28 |
| Pondville, | 14 |
| Great Hollow, | 3 |
| Centerville, | 30 |
| Great Meadow, | 29 |
| Wood Creek, | 11 |

Total, 7 Districts, .. 149

NEWTOWN.

| | |
|-------------------------|-----|
| Flat Swamp, | 13 |
| Gray's Plain, | 19 |
| Gregory's Orchard, .. | 23 |
| Half Way River, ... | 18 |
| Hanover, | 18 |
| Head of the Meadow, .. | 2 |
| Hopewell, | 9 |
| Huntingtown, | 26 |
| Lake George, | 8 |
| Land's End, | 52 |
| Middle, | 67 |
| Middle Gate, | 21 |
| North Center, | 48 |
| Palestine, | 32 |
| Pohtatuck, | 87 |
| Sandy Hook, | 141 |
| South Center, | 13 |
| Taunton, | 34 |
| Toddy Hill, | 38 |
| Walnut-tree Hill, | 34 |
| Zoar, | 39 |

Total, 21 Districts, .. 742

NORWALK.

| | |
|-----------------------------|-------|
| 1, South Norwalk, ... | 1,222 |
| 2, Over River, | 692 |
| 3, Center, | 527 |
| 4, East Norwalk, | 561 |
| 5, Winnipauk, | 195 |
| 6, Broad River, | 120 |
| 7, South 5-Mile River, .. | 145 |
| 8, North Center, | 177 |
| 9, West Norwalk, | 63 |
| 10, Cranberry Plains, .. | 68 |
| 11, Middle 5-Mile River, .. | 77 |

Total, 11 Districts, .. 3,847

REDDING.

| Districts. | Enum. 1892. |
|-------------------------|-------------|
| 1, Center, | 32 |
| 2, Redding Ridge, ... | 24 |
| 3, Couch Hill, | 26 |
| 4, Diamond Hill, | 25 |
| 5, Boston, | 42 |
| 6, Hull, | 3 |
| 7, Umpawaug, | 36 |
| 8, Lonetown, | 21 |
| 9, Pickett's Ridge, ... | 2 |
| 10, Foundry, | 15 |

Total, 10 Districts, .. 226

RIDGEFIELD.

| | |
|-------------------------|-----|
| 1, Scotland, | 26 |
| 3, Limestone, | 20 |
| 4, Titicus, | 51 |
| 5, West Mountain, .. | 33 |
| 6, Center, | 103 |
| 7, West Lane, | 35 |
| 8, Whipstick, | 31 |
| 9, Flat Rock, | 29 |
| 10, Branchville, | 30 |
| 11, Florida, | 17 |
| 12, Farmingville, | 22 |
| 13, N. Ridgebury, | 13 |
| 14, S. Ridgebury, | 22 |

Total, 13 Districts, .. 432

SHERMAN.

| | |
|----------|----|
| 1, | 23 |
| 2, | 20 |
| 3, | 40 |
| 4, | 17 |
| 5, | 14 |
| 6, | 15 |

Total, 6 Districts, .. 129

STAMFORD

| | |
|-----------------------|-------|
| Consolidated, | 3,649 |
| Total, 1 District, .. | 3,649 |

STRATFORD.

| | |
|-----------------|-----|
| First, | 474 |
| Putney, | 36 |
| Oronogue, | 20 |

Total, 3 Districts, .. 530

TRUMBULL.

| Districts. | Enum. 1892. |
|----------------------|-------------|
| Tashua, | 25 |
| Long Hill, | 78 |
| Chestnut Hill, | 41 |
| White Plains, | 54 |
| Daniels' Farm, | 18 |
| Nichols' Farm, | 63 |

Total, 6 Districts, .. 279

WESTON.

| | |
|---------------------|----|
| Middle, | 32 |
| Forge, | 24 |
| Upper Parish, | 22 |
| Good Hill, | 30 |
| Lyons Plains, | 24 |

Total, 5 Districts, .. 132

WESTPORT.

| | |
|------------------------|-----|
| East Saugatuck, | 121 |
| West Saugatuck, | 121 |
| Compo, | 123 |
| Green's Farms, | 74 |
| South Saugatuck, | 108 |
| Cross Highway, | 108 |
| East Long Lots, | 39 |
| West Long Lots, | 53 |
| Poplar Plain, | 32 |
| North, | 19 |

Total, 10 Districts, .. 798

WILTON.

| | |
|-----------|-----|
| 1, | 33 |
| 2, | 27 |
| 3, | 30 |
| 4, | 27 |
| 5, | 18 |
| 6, | 46 |
| 7, | 29 |
| 8, | 13 |
| 9, | 19 |
| 10, | 103 |

Total, 10 Districts, .. 345

WINDHAM COUNTY.

ASHFORD.

| | |
|-----------|----|
| 1, | 16 |
| 2, | 10 |
| 3, | 10 |
| 4, | 11 |
| 5, | 11 |
| 6, | 11 |
| 7, | 9 |
| 8, | 19 |
| 9, | 12 |
| 10, | 12 |

Total, 10 Districts, .. 121

BROOKLYN.

| | |
|----------|-----|
| 1, | 89 |
| 2, | 34 |
| 3, | 17 |
| 4, | 9 |
| 5, | 70 |
| 6, | 7 |
| 7, | 14 |
| 8, | 12 |
| 9, | 368 |

Total, 9 Districts, .. 620

CANTERBURY.

| | |
|-------------------------|----|
| 1, Packerville, | 15 |
| 2, Baldwin, | 11 |
| 3, Willoughby, | 17 |
| 4, Green, | 20 |
| 5, Hyde, | 6 |
| 6, North Society, | 12 |
| 7, Frost, | 26 |
| 8, Peck, | 15 |
| 9, Smith, | 15 |
| 10, Westminster, | 28 |
| 11, Raymond, | 19 |

Total, 11 Districts, .. 184

WINDHAM COUNTY—*continued.*

| CHAPLIN. | |
|-------------------------|--------------------|
| <i>Districts.</i> | <i>Enum. 1892.</i> |
| Consolidated, | 105 |
| Total, 1 District, .. | 105 |

| EASTFORD. | |
|-----------------------|-----|
| 1, Eastford,..... | 36 |
| 2, East Hill, | 17 |
| 3, Phoenixville,..... | 20 |
| 4, South,..... | 2 |
| 5, Sibley, | 6 |
| 6, North Ashford,.... | 14 |
| 7, Shippee,..... | 14 |
| 8, Axe Factory, | 23 |
| Total, 8 Districts,. | 132 |

| HAMPTON. | |
|------------------------|-----|
| Center, | 22 |
| Union, | 14 |
| Goshen, | 24 |
| No. Bigelow, | 16 |
| So. Bigelow, | 28 |
| Howard Valley, | 14 |
| Appequog, | 12 |
| Raymond, | 5 |
| Total, 8 Districts, .. | 135 |

| KILLINGLY. | |
|--------------------------------|-------|
| 1, Danielsonville, | 528 |
| 4, Center, | 69 |
| 5, Mashentuck, | 19 |
| 6, Dayville, | 139 |
| 7, Williamsville, | 177 |
| 8, Attawaugan, | 105 |
| 9, Ballouville, | 180 |
| 11, Tucker, | 14 |
| 12, Chestnut Hill, | 96 |
| 13, Valley, | 67 |
| 14, Sparks, | 15 |
| 15, Ledge, | 12 |
| 16, S. Killingly, | 25 |
| 17, Horse Hill, | 10 |
| 18, Warren, | 24 |
| Total, 15 Districts, | 1,540 |

| PLAINFIELD. | |
|------------------|----|
| Middle,..... | 64 |
| Stone Hill,..... | 15 |
| Flat Rock,... . | 27 |
| South,..... | 8 |

| <i>Districts.</i> | <i>Enum. 1892.</i> |
|-----------------------|--------------------|
| White Hall,..... | 4 |
| Black Hill,.... | 15 |
| Moosup,..... | 417 |
| Pond Hill,..... | 10 |
| Green Hollow,..... | 12 |
| Wauregan,..... | 374 |
| Union,..... | 108 |
| Total, 11 Districts,. | 1,054 |

| POMFRET. | |
|----------------------|-----|
| 1, | 46 |
| 2, | 27 |
| 3, | 12 |
| 4, | 9 |
| 5, | 51 |
| 6, | 70 |
| 7, | 61 |
| 8, | 19 |
| Total, 8 Districts., | 295 |

| PUTNAM. | |
|-----------------------|--------------|
| 1, East Putnam,..... | 14 |
| 2, Sawyer,..... | 21 |
| 3, Putnam Heights,.. | 54 |
| 4, Gary,..... | 43 |
| 5, Center,..... | 612 |
| 6, Rhodessville,..... | 720 |
| Total, 6 Districts,. | <u>1,464</u> |

| SCOTLAND. | |
|-----------------------|----|
| 1, | 21 |
| 2, | 16 |
| 3, | 14 |
| 4, | 29 |
| 5, | 9 |
| Total, 5 Districts, . | 89 |

| STERLING. | |
|-----------------------|-----|
| 1, Ekonk,..... | 32 |
| 2 Bailey,..... | 13 |
| 3, Sterling Hill,.... | 15 |
| 4, Oneco,..... | 74 |
| 5, Stone Factory,.... | 93 |
| 7, Titus,..... | 14 |
| 8, Checkerberry,.... | 13 |
| 9, Granite,..... | 24 |
| Total, 8 Districts.. | 278 |

| T H O M P S O N. | |
|-----------------------|--------------------|
| <i>Districts.</i> | <i>Enum. 1892.</i> |
| 3, | 43 |
| 4, | 48 |
| 5, | 20 |
| 6, | 56 |
| 7, | 253 |
| 8, | 89 |
| 9, | 19 |
| 10, | 50 |
| 11, | 57 |
| 12, | 15 |
| 13, | 22 |
| 15, | 97 |
| 16, | 648 |
| Total, 13 Districts., | 1,417 |

| WINDHAM. | |
|-------------------------|-------|
| 1, First, | 721 |
| 2, Natchaug, | 971 |
| 3, West, | 17 |
| 4, Jerusalem, | 16 |
| 5, N. Windham, | 55 |
| 6, Windham Center, .. | 37 |
| 7, Warner, | 18 |
| 8, S. Windham, | 69 |
| 9, Christian Street, .. | 14 |
| 10, Back Road, | 31 |
| 11, Brick Top, | 23 |
| Total, 11 Districts.. | 1,972 |

| WOODSTOCK. | |
|-----------------------|-----|
| 1, | 39 |
| 2, | 52 |
| 3, | 28 |
| 4, | 48 |
| 5, | 56 |
| 6, | 28 |
| 7, | 29 |
| 8, | 22 |
| 9, | 44 |
| 10, | 13 |
| 11, | 25 |
| 12, | 33 |
| 13, | 16 |
| 14, | 24 |
| 15, | 24 |
| 16, | 20 |
| Total, 16 Districts., | 501 |

LITCHFIELD COUNTY.

| LITCHFIELD. | |
|------------------------|-----|
| Consolidated,..... | 627 |
| Total, 1 District, .. | 627 |
| BARKHAMSTED. | |
| 1, Center,..... | 25 |
| 2, Center Hill,..... | 12 |
| 3, Washington Hill, .. | 14 |
| 4, North East, | 10 |
| 5, South East,..... | 18 |
| 6, South Hollow,..... | 11 |
| 7, North Hollow,..... | 12 |
| 8, Green,..... | 32 |
| 9, Riverton,..... | 53 |
| 10, Valley,..... | 12 |
| 11, Mallory,..... | 31 |
| Total 11 Districts, .. | 230 |

| BETHLEHEM. | |
|----------------------|-----|
| 1, | 26 |
| 2, | 11 |
| 3, | 8 |
| 4, | 6 |
| 5, | 15 |
| 6, | 16 |
| 7, | 12 |
| Total, 7 Districts., | 94 |
| BRIDGEWATER. | |
| 1, | 57 |
| 2, | 18 |
| 3, | 9 |
| 4, | 18 |
| 5, | 7 |
| Total, 5 Districts., | 109 |

| CANAAN. | |
|---------------------|-----|
| 1, | 46 |
| 2, | 19 |
| 3, | 10 |
| 4, | 25 |
| 5, | 16 |
| 6, | 12 |
| 7, | 22 |
| 8, | 16 |
| 9, | 13 |
| Total, 9 Districts, | 179 |

| COLEBROOK. | |
|-------------|----|
| River, | 76 |
| Forge, | 29 |
| Beach Hill, | 16 |
| North, | 19 |

LITCHFIELD COUNTY — continued.

| <i>Districts.</i> | <i>Enum. 1892.</i> | <i>Districts.</i> | <i>Enum. 1892.</i> | <i>Districts.</i> | <i>Enum. 1892.</i> |
|--|--------------------|-------------------------|--------------------|---------------------------|--------------------|
| Rock, | 22 | New HARTFORD. | | 5, Warner's Mill, | 18 |
| Center, | 23 | North End, | 160 | 7, North, | 33 |
| South, | 27 | Greenwoods, | 334 | 8, Weller, | 71 |
| South West, | 13 | Pine Meadow, | 150 | | |
| West, | 15 | West Hill, | 20 | Total, 7 Districts, .. | 195 |
| Total, 9 Districts, .. | 230 | Town Hill, | 21 | | |
| | | Bakerville, | 45 | | |
| CORNWALL. | | Merrill, | 23 | SALISBURY. | |
| 1, | 21 | South East Middle, ... | 24 | 1, | 19 |
| 2, | 20 | South East, | 30 | 2, | 223 |
| 3, | 13 | Fractional, | 29 | 3, | 20 |
| 4, | 19 | | | 4, | 77 |
| 5, | 6 | Total, 9 Districts, .. | 854 | 5, | 18 |
| 6, | 11 | | | 6, | 14 |
| 7, | 14 | NEW MILFORD. | | 7, | 147 |
| 8, | 41 | 1, Center, | 285 | 8, | 130 |
| 10, | 30 | 2, Park Lane, | 36 | 9, | 27 |
| 11, | 4 | 3, Hill and Plain, ... | 28 | 10, | 46 |
| 12, | 11 | 4, Second Hill, | 24 | 11, Handlin, | 82 |
| 13, | 16 | 5, Upper Merryall, .. | 24 | 12, | 9 |
| 14, | 7 | 6, Pickett, | 37 | 13, | 16 |
| 15, | 60 | 7, Chestnut Land, ... | 22 | | |
| 16, | 12 | 8, Aspetuck, | 31 | Total, 13 Districts, .. | 828 |
| 17, | 5 | 9, Maryland, | 22 | | |
| Total, 16 Districts, .. | 290 | 10, Lower Merryall, ... | 34 | SHARON. | |
| | | 11, Waller, | 36 | 1, Hartwell, | 17 |
| GOSHEN. | | 12, Hunt, | 8 | 2, Consolidated, | 113 |
| 1, Center, | 23 | 13, Long Mountain, ... | 14 | 3, Calkins, | 23 |
| 2, East Street, | 12 | 14, Gaylord, | 27 | 4, Amenia Union, ... | 42 |
| 3, | 3 | 15, Northville, | 47 | 5, Gay Street, | 16 |
| 4, | 8 | 16, Jerusalem, | 14 | 6, Sharon Mountain, .. | 19 |
| 6, West Side, | 19 | 19, Prospect Hill, ... | 101 | 7, White's Hollow, ... | 13 |
| 7, | 42 | 20, Lanesville, | 17 | 8, Pine Swamp, | 15 |
| 8, | 19 | Total, 18 Districts, .. | 807 | 9, Sharon Valley, ... | 69 |
| 9, | 10 | | | 10, Handlin, | 13 |
| 10, Hall Meadow, ... | 6 | NORFOLK. | | 11, Mudgetown, | 8 |
| 12, | 13 | Center, | 137 | 12, Ellsworth, South St., | 10 |
| Union, | 10 | West Norfolk, | 80 | 13, Ellsworth, North St., | 6 |
| Joint Districts, ... | 6 | East Middle, | 25 | 14, Ellsworth, East, ... | 4 |
| Total, 11 Districts, .. | 171 | North Middle, | 20 | 15, Perry, | 10 |
| | | South Middle, | 17 | 16, Hall, | 11 |
| HARWINTON. | | North Norfolk, | 18 | 17, West Woods, | 8 |
| Union, | 223 | North End, | 4 | | |
| Total, 1 District, ... | 223 | South End, | 8 | Total, 17 Districts, .. | 397 |
| | | South Norfolk, | 15 | | |
| KENT. | | Pond District, | 4 | THOMASTON. | |
| 1, Flanders, | 38 | Crissey, | 12 | Union, | 761 |
| 2, Plains, | 56 | Total, 11 Districts, .. | 340 | Total, 1 District, ... | 761 |
| 3, North Kent, | 32 | | | | |
| 4, Macedonia, | 21 | NORTH CANAAN. | | | |
| 5, Bull's Bridge, | 23 | 1, | 85 | TORRINGTON. | |
| 6, South Kent, | 22 | 2, | 167 | Union, | 1,559 |
| 7 and 8, Geer Mountain and Rock, ... | 18 | 3, | 22 | Total, 1 District, ... | 1,559 |
| 9, East Kent, | 19 | 4, | 30 | | |
| 10 and 14, Skiff Mountain and Fuller Mountain, ... | 14 | 5, | 27 | | |
| 12, Kent Hollow, | 25 | Total, 5 Districts, .. | 331 | WARREN. | |
| Total, 10 Districts, .. | 268 | | | Center, | 28 |
| MORRIS. | | PLYMOUTH. | | College Farms, | 21 |
| 1, | 30 | 1, Center, | 105 | North, | 20 |
| 2, | 20 | 2, Terryville, | 195 | North East, | 18 |
| 3, | 32 | 3, East Plymouth, ... | 29 | Pond, | 13 |
| 4, | 22 | 4, North, | 27 | West, | 5 |
| 5, | 8 | 5, Baldwin, | 12 | South River, | 6 |
| 6, | 14 | 6, Greystone, | 15 | | |
| Total, 6 Districts, .. | 126 | 7, Town Hill, ... | 28 | Total, 7 Districts, .. | 111 |
| | | 8, Allentown, | 11 | | |
| | | Total, 8 Districts, .. | 422 | WASHINGTON. | |
| | | | | 1, Center, | 32 |
| | | ROXBURY. | | 2, Calhoun Street, ... | 91 |
| | | 1, Center, | 31 | 3, Davis Hollow, ... | 16 |
| | | 2, Painter Hill, | 19 | 4, Upper End, | 17 |
| | | 3, Burritt, | 15 | 5, East Street, | 22 |
| | | 4, Good Hill, | 8 | | |

LITCHFIELD COUNTY—continued.

| Districts. | Enum. 1892. | Districts. | Enum. 1892. | WOODBURY. | |
|--------------------------|-------------|----------------------|-------------|------------------------|-------------|
| 6, South Street,.... | 7 | Polk,..... | 30 | Districts. | Enum. 1892. |
| 7, Church Hill,.... | 14 | East Side,..... | 33 | 1, Middle Quarter,... | 27 |
| 8, Marbledale,..... | 16 | Oakville,..... | 64 | 2, Down Town,.... | 35 |
| 9, New Preston Hill,... | 15 | Poverty Street,.... | 25 | 3, Up Town,..... | 68 |
| 10, New Preston,.... | 65 | Total, 9 Districts,. | 443 | 4, Puckshire,..... | 20 |
| 11, Christian Street,... | 18 | | | 5, Minortown,..... | 17 |
| 12, Woodville,..... | 12 | WINCHESTER. | | 6, Nonnewaug,..... | 16 |
| Total, 12 Districts,. | 325 | 1,..... | 487 | 7, Flanders,..... | 16 |
| WATERTOWN. | | 3,..... | 17 | 8, Weekepeemee,... | 19 |
| Center,..... | 244 | 4,..... | 789 | 9, Hazel Plains,.... | 9 |
| Guernseytown,.... | 16 | 5,..... | 16 | 10, West Side,..... | 24 |
| French Mountain,.... | 4 | 6,..... | 13 | 11, Transylvania,.... | 15 |
| Linkfield,..... | 16 | 7,..... | 31 | 12, Quassapaug,..... | 1 |
| Nova Scotia,..... | 11 | 8,..... | 22 | 13, Cat Swamp,..... | 21 |
| | | 9,..... | 17 | 14, Hotchkissville,... | 82 |
| | | Total, 8 Districts,. | 1,392 | Total, 14 Districts,. | 370 |

MIDDLESEX COUNTY.

| MIDDLETOWN. | | CHESTER. | | KILLINGWORTH. | |
|---------------------------|-------|------------------------|-----|-----------------------|-------|
| City,..... | 1,741 | North,..... | 95 | South West,..... | 4 |
| Westfield, 1st,.... | 38 | South,..... | 75 | Center,..... | 8 |
| Westfield, 2d,.... | 25 | Middle,..... | 51 | Pine Orchard,..... | 16 |
| Westfield, 3d,.... | 13 | West,..... | 52 | Union,..... | 24 |
| Westfield, 4th,.... | 41 | Total, 4 Districts,. | 273 | Black Rock,..... | 15 |
| Newfield,..... | 29 | CLINTON. | | Stone House,..... | 16 |
| North Saddle Hill, .. | 30 | Union,..... | 226 | Lane,..... | 26 |
| South Saddle Hill, .. | 61 | Total, 1 District, .. | 226 | Chestnut Hill,..... | 7 |
| Industrial,..... | 100 | | | Total, 8 Districts,. | 116 |
| West Long Hill,.... | 22 | CROMWELL. | | MIDDLEFIELD. | |
| East Long Hill,.... | 56 | North West,..... | 64 | 1, North,..... | 28 |
| Durant,..... | 177 | West,..... | 113 | 2, South,..... | 71 |
| Farm Hill,..... | 113 | North,..... | 103 | 3, East,..... | 40 |
| Johnson Lane,..... | 11 | Center,..... | 81 | 4, Falls,..... | 54 |
| Hubbard,..... | 48 | South,..... | 113 | Total, 4 Districts,. | 193 |
| Bow Lane,..... | 38 | Total, 5 Districts,. | 474 | OLD SAYBROOK. | |
| Miller's Farms,.... | 323 | DURHAM. | | Union,..... | 269 |
| Haddam Road,..... | 4 | Coginchaug,..... | 73 | Total, 1 District, .. | 269 |
| Maromas,..... | 33 | Center,..... | 22 | | |
| Total, 19 Districts,. | 2,903 | South,..... | 20 | PORTLAND. | |
| HADDAM. | | West,..... | 13 | 1,..... | 157 |
| 1, Haddam Center, .. | 92 | South West,..... | 15 | 2,..... | 708 |
| 2, Higganum West, .. | 172 | Total, 5 Districts,. | 143 | 3,..... | 51 |
| 3, Ponsett,..... | 21 | EAST HADDAM. | | 4,..... | 26 |
| 4, Shailerville,.... | 31 | 1, Center,..... | 32 | 5,..... | 15 |
| 5, Turkey Hill,.... | 9 | 2, Landing,..... | 31 | 6,..... | 135 |
| 6, Candlewood Hill,. | 27 | 3, Red Lane,..... | 27 | Total, 6 Districts,. | 1,092 |
| 7, Tylerville,.... | 14 | 4, Up Town,..... | 32 | SAYBROOK. | |
| 9, Brainard Hill,.... | 25 | 5, Bashan,..... | 45 | Union,..... | 264 |
| 12, Burr,..... | 11 | 6, Town Hill,..... | 15 | Total, 1 District, .. | 264 |
| 14, Haddam Neck,... | 27 | 7, Wicket Lane,.... | 45 | WESTBROOK. | |
| Total, 10 Districts,. | 429 | 8, Leesville,..... | 14 | First,..... | 43 |
| CHATHAM. | | 9, Moodus,..... | 78 | Second,..... | 9 |
| Center, East Hampton, 105 | | 10, Millington Green,. | 26 | Third,..... | 12 |
| N. Center,..... | 51 | 11, Plains,..... | 21 | Fourth,..... | 17 |
| Clark's Hill,..... | 23 | 12, Olmstead,..... | 10 | Fifth,..... | 15 |
| North,..... | 8 | 13, Foxtown,..... | 6 | Sixth,..... | 40 |
| South East,..... | 23 | 14, Tater Hill,..... | 11 | Seventh,..... | 25 |
| East,..... | 22 | 15, Millington West,. | 16 | Total, 7 Districts,. | 161 |
| N. W., Middle Haddam, 44 | | 16, Ackley,..... | 14 | | |
| Gate,..... | 35 | 17, Hadlyme,..... | 29 | | |
| Center,..... | 23 | Total, 17 Districts,. | 452 | | |
| Chestnut Hill,..... | 28 | ESSEX. | | | |
| Pine Brook,..... | 11 | Consolidated,..... | 368 | | |
| Total, 11 Districts,. | 373 | Total, 1 District, .. | 368 | | |

TOLLAND COUNTY.

| TOLLAND. | | ELLINGTON. | | STAFFORD. | |
|-------------------------|-------------|-------------------------|-------------|-----------------------------|-------------|
| Districts. | Enum. 1892. | Districts. | Enum. 1892. | Districts. | Enum. 1892. |
| 1, | 30 | 1, | 40 | 1, Furnace Hollow, .. | 67 |
| 2, | 30 | 2, | 20 | 2, Springs and Foxville, .. | 557 |
| 3, | 31 | 3, | 46 | 4, Street, | 14 |
| 4, | 19 | 4, | 9 | 5, Staffordville, | 93 |
| 5, | 21 | 5, | 29 | 6, Washburn, | 27 |
| 7 and 9, | 23 | 6, | 41 | 7, Works, | 11 |
| 8, | 16 | 7, | 12 | 8, Rockwell Hill, | 9 |
| 10, | 10 | 8, | 25 | 9, Hall, | 15 |
| 11, | 5 | 9, | 17 | 10, Village, | 13 |
| 12, | 9 | 10, | 101 | 11, Hydeville, | 40 |
| 13, | 17 | | | 12, Square Pond, | 16 |
| Total, 11 Districts, .. | 211 | Total, 10 Districts, .. | 340 | 13, Center, | 81 |
| | | HEBRON. | | 14, Crow Hill, | 9 |
| ANDOVER. | | First, | 45 | 15, Lull, | 6 |
| Union, | 60 | Second, | 23 | 16, Patten, | 15 |
| Total, 1 District, .. | 60 | Third, | 15 | 17, Kent Hollow, | 12 |
| BOLTON. | | Fourth, | 31 | Total, 16 Districts, .. | 985 |
| Center, | 16 | Fifth, | 16 | | |
| North, | 40 | Sixth, | 18 | UNION. | |
| South, | 16 | Eighth, | 27 | 1, | 13 |
| South West, | 17 | Ninth, | 10 | 2, | 18 |
| North West, | 10 | Tenth, | 18 | 3, | 15 |
| Total, 5 Districts, .. | 99 | Total, 9 Districts, .. | 203 | 4, | 9 |
| COLUMBIA. | | MANSFIELD. | | 5, | 6 |
| Center, | 16 | 1, Mansfield Center, .. | 40 | 6, | 15 |
| Chestnut Hill, | 18 | 2, Mansfield Hollow, .. | 37 | Total, 6 Districts, .. | 76 |
| Hop River Village, .. | 40 | 3, Spring Hill, | 17 | | |
| Pine Street, | 20 | 4, North Center, | 30 | VERNON. | |
| North, | 20 | 5, Four Corners, | 24 | East, | 1,072 |
| West, | 24 | 6, Merrow Station, .. | 20 | West, | 644 |
| South West, | 12 | 7, Mansfield Depot, .. | 22 | Valley Falls, | 13 |
| Hop River, | 17 | 8, Eagleville, | 55 | Ogdon's, | 14 |
| Total, 8 Districts, .. | 167 | 10, | 10 | Center, | 51 |
| COVENTRY. | | 11, Chestnut Hill, | 30 | Depot, | 51 |
| 1, | 131 | 12, Atwoodville, | 37 | Dobsonville, | 52 |
| 2, | 24 | 13, Mount Hope, | 20 | Talcottville, | 50 |
| 3, | 41 | 14, Gurleyville, | 18 | Warp Mill, | 112 |
| 4, | 29 | 15, Wormwood Hill, .. | 12 | Total, 9 Districts, .. | 2,059 |
| 5, | 21 | Bedlam, | 8 | | |
| 6, | 27 | Total, 15 Districts, .. | 380 | WILLINGTON. | |
| 7, | 35 | SOMERS. | | 1, | 28 |
| 8, | 25 | 1, | 34 | 2, | 28 |
| 9, | 28 | 2, | 26 | 3, | 15 |
| 10, | 9 | 3, | 22 | 4, | 8 |
| Total, 10 Districts, .. | 370 | 4, | 31 | 5, | 11 |
| | | 5, | 23 | 6, | 30 |
| | | 6, | 130 | 7, | 13 |
| | | 7, | 13 | 8, | 20 |
| | | 8, | 12 | 9, | 39 |
| | | 9, | 19 | Joint District, | 2 |
| | | 10, | 4 | Total, 9 Districts, .. | 194 |
| | | Total, 10 Districts, .. | 314 | | |

AMOUNTS PAID BY STATE FOR LIBRARIES AND
APPARATUS.

| Report of Year. | Amount. |
|-----------------|----------|
| 1857, | \$760.00 |
| 1858, | 2,240.00 |
| 1859, | 2,100.00 |
| 1860, | 1,160.00 |
| 1861, | 730.00 |
| 1862, | 435.00 |
| 1863, | 490.00 |
| 1864, | 530.00 |
| 1865, | 405.00 |
| 1866, | 590.00 |
| 1867, | 515.00 |
| 1868, | 865.00 |
| 1869, | 1,730.00 |
| 1870, | 1,960.00 |
| 1871, | 2,385.00 |
| 1872, | 2,345.74 |
| 1873, | 2,955.00 |
| 1874, | 3,340.00 |
| 1875, | 2,450.00 |
| 1876, | 2,900.00 |
| 1877, | 2,270.00 |
| 1878, | 2,975.00 |
| 1879, | 3,190.00 |
| 1880, | 3,040.00 |
| 1881, | 3,005.00 |
| 1882, | 4,255.00 |
| 1883, | 3,470.00 |
| 1884, | 3,090.00 |
| 1885, | 3,025.00 |
| 1886, | 3,300.00 |
| 1887, | 3,525.00 |
| 1888, | 5,000.00 |
| 1889, | 3,835.00 |
| 1890, | 5,890.00 |
| 1891, | 4,405.00 |
| 1892, | 4,885.00 |
| 1893, | 4,960.00 |
| 1894, | 6,505.00 |

 \$101,510.74

STATISTICS FOR THE SCHOOL YEAR
ENDING JULY 14, 1894.

STATISTICAL TABLES.

The following tables are compiled from the returns which the law requires School Visitors to make to the Board of Education.

By way of explanation it may be said:—

1. The Grand List of each town is taken from the Comptroller's report to the General Assembly, January, 1895.

2. The per cent. of taxable property appropriated for public schools is based upon the total amount received for school purposes diminished by the amounts received from school fund, etc., town deposit fund, and local funds.

3. The amount paid for each enumerated scholar is found by dividing the total amount expended, less amount paid for new buildings, by number enumerated.

4. As has been the custom for a number of years past, the number "registered in Winter" is found by combining the number returned for Fall *and* Winter terms, taking the highest number found in either.

5. The "average attendance in Winter" is found in the same manner.

6. The number between 8 and 14 in no school indicates the number which escaped the operation of the compulsory law in the year ending October 1, 1893.

7. The "per cent. who have attended some part of the year" compares the "different scholars" with the "enumeration." The large per cents. attained by some small towns are explained by the attendance of scholars not enumerated.

8. *Regularity of attendance* and efficiency in this direction are indicated by the "per cent. of attendance on basis of registration."

9. The "per cent. of attendance on basis of enumeration" is found by dividing the average attendance for the year by the enumeration.

10. The number who "attended Normal School" is not complete.

11. By "schools" is intended the number of public schools in each town; and

12. By "departments" the number of departments in the public schools, counting each room of a graded school as one department.

13. The Public Libraries mentioned are not all free libraries.

14. The indebtedness incurred on account of schools is probably much larger than the amount reported. In towns where the districts have been consolidated and in some other towns it is made a part of the general indebtedness of the town and is not separately reported to this office.

15. Interest upon school district indebtedness, and expenditures of money for rent of school buildings, are included in the sums used in computing the cost per scholar upon basis of enumeration and also upon basis of average attendance.

STATISTICAL TABLES.

HARTFORD COUNTY.

EXPENSES.

75

| TOWNS. | EXPENSES. | | | | | | | Cost of Superintendence. | District Indebtedness. | Per cent. etc.* | Per cent. etc.† | Paid for each child enumerated. | Paid for each child in average attendance. |
|---------------------|------------------|-------------|-------------|--------------------------|----------------|----------------|--------------|--------------------------|------------------------|-----------------|-----------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | | |
| Hartford,..... | \$155,808 25 | 13,237 71 | \$6,404 93 | \$5,076 62 | \$22,020 99 | \$51,170 17 | \$253,820 67 | \$1,000 00 | \$411,600 00 | 4.34 | 1.67 | \$21 03 | \$36 66 |
| Avon,..... | 1,086 53 | 132 97 | 75 00 | | | 123 23 | 2,320 73 | 65 50 | | 3.99 | 3.83 | 9 90 | 17 19 |
| Berlin,..... | 4251 00 | 485 14 | 30 09 | 23 23 | | 257 42 | 5,046 88 | 165 00 | | 3.03 | 2.91 | 8 99 | 15 82 |
| Bloomfield,..... | 2,073 05 | 214 78 | 1,110 24 | 28 35 | | 86 75 | 3,513 17 | 50 00 | 1,110 24 | 2.42 | 2.33 | 15 27 | 29 39 |
| Bristol,..... | 24,616 25 | 1,925 57 | 2,621 64 | 539 55 | 448 89 | 5,853 34 | 36,005 24 | 800 00 | 47,888 00 | 7.74 | 6.60 | 20 07 | 27 49 |
| Burlington,..... | 2,118 76 | 147 83 | 177 91 | | | 105 95 | 2,450 45 | 72 00 | 181 59 | 4.47 | 3.99 | 8 04 | 16 18 |
| Canton,..... | 6,728 73 | 818 50 | 372 51 | 25 00 | | 701 29 | 8,646 03 | 175 00 | 4,200 00 | 6.07 | 2.87 | 13 96 | 18 08 |
| East Granby,..... | 1,165 54 | 98 95 | 397 91 | | | 37 00 | 1,669 40 | 37 00 | | 2.71 | 1.89 | 12 97 | 22 66 |
| East Hartford,..... | 8,269 29 | 1,453 61 | 1,712 50 | 23 55 | | 544 09 | 12,003 04 | 175 00 | 2,925 00 | 3.29 | 2.62 | 10 01 | 16 17 |
| East Windsor,..... | 5,795 94 | 608 34 | 269 77 | 39 75 | | 459 81 | 7,253 64 | 120 00 | 25 00 | 4.66 | 3.53 | 9 99 | 18 81 |
| Enfield,..... | 12,312 72 | 4,476 07 | 936 66 | 95 00 | | 357 78 | 18,178 23 | 357 78 | | 5.40 | 5.40 | 11 26 | 24 68 |
| Farmington,..... | 7,725 45 | 907 03 | 602 43 | 106 00 | | 1,130 88 | 10,472 99 | 145 00 | 19,400 00 | 5.35 | 4.30 | 15 17 | 23 35 |
| Glastonbury,..... | 5,633 70 | 598 84 | 260 23 | | | 253 45 | 6,746 22 | 181 14 | | 3.06 | 2.53 | 9 46 | 16 55 |
| Granby,..... | 2,125 79 | 153 93 | 300 00 | | | 72 00 | 2,651 72 | 72 00 | 450 00 | 4.56 | 3.75 | 11 00 | 15 83 |
| Hartland,..... | 1,225 00 | 80 95 | 110 00 | 32 32 | | 40 00 | 1,488 27 | 40 00 | | 6.27 | 5.74 | 16 53 | 26 81 |
| Manchester,..... | 18,820 62 | 4,097 56 | 1,696 64 | 424 10 | 2,275 24 | 1,827 13 | 29,213 29 | 387 75 | 5,230 10 | 6.58 | 5.48 | 13 51 | 19 56 |
| Marlborough,..... | 738 50 | 37 60 | 22 29 | | | 28 59 | 826 98 | 22 00 | | 2.43 | 2.43 | 6 94 | 12 25 |
| New Britain,..... | 31,437 95 | 1,717 44 | 1,082 24 | 435 02 | 16,824 98 | 9,020 98 | 60,818 61 | 600 00 | | 5.81 | 5.65 | 9 60 | 21 85 |
| Newington,..... | 1,284 00 | 162 82 | 8 24 | | | 30 00 | 1,485 06 | 30 00 | | 1.79 | 1.79 | 6 84 | 14 21 |
| Plainville,..... | 3,862 00 | 691 66 | 488 46 | 53 20 | | | 5,035 32 | 32 00 | | 6.43 | 6.43 | 13 28 | 18 92 |
| Rocky Hill,..... | 1,195 98 | 137 61 | 23 20 | 20 70 | | 35 84 | 1,413 33 | 32 00 | | 2.23 | 2.18 | 6 99 | 15 53 |
| Simsbury,..... | 3,654 26 | 326 21 | 55 21 | | | 159 20 | 4,194 88 | 106 00 | | 2.56 | 2.56 | 11 06 | 20 66 |
| Southington,..... | 14,076 93 | 1,768 21 | 104 10 | | 2,391 75 | 2,322 27 | 20,663 21 | 235 83 | 10,704 18 | 7.58 | 5.66 | 16 19 | 21 88 |
| South Windsor,..... | 4,659 94 | 490 86 | 85 45 | 130 00 | | 89 23 | 5,455 48 | 78 00 | 663 60 | 3.01 | 3.85 | 14 58 | 23 56 |
| Suffield,..... | 5,798 03 | 810 11 | 944 55 | 16 25 | | 1,266 49 | 8,835 43 | 240 61 | 1,789 22 | 3.72 | 2.64 | 13 57 | 22 80 |
| West Hartford,..... | 6,040 40 | 376 53 | 559 51 | 105 00 | | 84 97 | 7,928 11 | 200 00 | 10,600 00 | 2.44 | 2.40 | 17 15 | 38 56 |
| Wethersfield,..... | 3,094 40 | 395 65 | 99 94 | 28 85 | | 89 95 | 3,708 79 | 50 00 | | 1.54 | 1.46 | 9 60 | 13 38 |
| Windsor,..... | 6,328 00 | 1,168 92 | 1,257 65 | 177 39 | 15,999 35 | 1,493 66 | 26,394 97 | 180 00 | 21,022 43 | 6.52 | 4.49 | 17 31 | 25 80 |
| Windsor Locks,..... | 3,048 46 | 1,010 62 | 1,771 62 | | | | 5,830 70 | | | 2.71 | 2.71 | 9 06 | 30 52 |
| 29 Towns. | \$345,970 07 | \$38,622 62 | \$23,490 92 | \$7,380 48 | \$59,931 20 | \$78,401 50 | \$553,796 79 | \$5,647 61 | \$542,889 36 | 4.62 | 2.91 | \$15 35 | \$26 72 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

NEW HAVEN COUNTY.

| TOWNS. | Grand List | RECEIPTS. | | | | | | | Districts Taxing. |
|-----------------------|---------------|-------------------|---------------|--------------|--------------|---------------|--------------------|----------------|-------------------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | Total. |
| New Haven City..... | ..... | \$43,670 25 | \$1,393 64 | ..... | \$63,496 26 | \$165,573 23 | \$46,000 00 | \$81,807 97 | \$401,941 35 |
| " Westville, ..... | ..... | 947 25 | 57 72 | ..... | 1,297 04 | 10,045 42 | ..... | 208 59 | 12,556 02 |
| " South, ..... | ..... | 168 75 | 5 20 | ..... | 167 32 | 163 08 | ..... | ..... | 504 35 |
| " complete, ..... | ..... | 44,786 25 | \$1,456 56 | ..... | 64,960 62 | 175,781 73 | 46,000 00 | 82,016 56 | 415,001 72 |
| Ansonia, | \$53,587,283 | 5,501 25 | ..... | ..... | 39,130 38 | ..... | ..... | ..... | 41,631 63 |
| Beacon Falls, | 3,117,958 | 200 25 | 94 02 | ..... | 1,131 90 | ..... | ..... | ..... | 1,426 17 |
| Bethany, | 240 341 | 213 75 | 70 32 | \$9 56 | ..... | ..... | 10 60 | ..... | 1,336 17 |
| Branford, | 298,798 | 2,007 00 | 159 23 | 36 00 | 8,478 02 | ..... | ..... | 45 00 | 10,725 85 |
| Cheshire, | 1,840,606 | 787 50 | 28 00 | ..... | 3,109 78 | ..... | ..... | 135 27 | 4,060 55 |
| Derby, | 994,027 | 3,489 75 | 91 61 | ..... | 9,058 39 | ..... | ..... | ..... | 12,639 75 |
| East Haven, | 1,882,718 | 335 25 | 50 57 | ..... | 765 45 | ..... | ..... | ..... | 1,151 27 |
| East Haddam, | 665,161 | 1,113 75 | 118 07 | ..... | 4,287 43 | ..... | 20 90 | 634 57 | 6,174 72 |
| Guilford, | 1,239,693 | 2,956 50 | ..... | ..... | 4,263 62 | 694 76 | ..... | 125 91 | 7,140 70 |
| Hamden, | 1,700,167 | 510 75 | 271 44 | ..... | 2,468 11 | ..... | ..... | ..... | 3,190 30 |
| Madison, | 719,410 | 13,092 75 | 317 00 | ..... | 49,584 03 | 960 74 | 60 00 | 13,118 33 | 78,002 85 |
| Meriden, | 12,374,027 | 303 75 | 126 00 | ..... | 737 95 | ..... | 3 00 | ..... | 1,170 70 |
| Middlebury, | 251,760 | 1,660 50 | 8 46 | ..... | 4,772 85 | ..... | ..... | ..... | 6,441 81 |
| Millford, | 1,311,380 | 3,435 75 | ..... | ..... | 14,084 33 | 11,387 45 | ..... | 300 00 | 29,407 53 |
| Naugatuck, | 232,243 | 393 75 | 84 14 | 19 78 | 1,435 70 | ..... | ..... | 4 00 | 1,937 46 |
| North Branford, | 451,275 | 702 00 | 197 53 | 37 50 | 2,588 23 | ..... | 56 00 | 72 36 | 3,743 62 |
| North Haven, | 804,417 | 2,481 75 | 58 67 | ..... | 10,553 69 | 4,288 91 | ..... | 829 80 | 18,212 82 |
| Orange, | 2,669,248 | 477 00 | 361 54 | 22 94 | 1,065 54 | ..... | ..... | 29 15 | 1,956 17 |
| Oxford, | 319,216 | 204 75 | 98 83 | ..... | 552 56 | ..... | ..... | ..... | 356 14 |
| Prospect, | 153,299 | 1,692 00 | 109 00 | 10 00 | 7,316 01 | ..... | ..... | ..... | 9,127 01 |
| Seymour, | 1,309,851 | 522 00 | 239 94 | ..... | 1,300 16 | ..... | 30 00 | ..... | 2,092 10 |
| Southbury, | 545,462 | 3,604 50 | 372 61 | ..... | 8,754 62 | 10,742 61 | ..... | 361 89 | 23,836 23 |
| Wallingford, | 3,143,381 | 2,148 75 | 149 92 | 40 87 | 4,764 06 | 4,229 51 | 3 50 | 45 42 | 11,382 03 |
| Waterbury, ..... | ..... | 19,955 25 | ..... | ..... | ..... | 106,236 84 | ..... | 562 00 | 126,754 09 |
| " Center, ..... | ..... | 22,104 00 | 149 92 | 40 87 | 4,764 06 | 110,466 35 | 3 50 | 607 42 | 138,136 12 |
| " complete, | 10,819,836 | 285 75 | 122 35 | 523 66 | 367 58 | ..... | ..... | ..... | 1,299 34 |
| Wolcott, | 221,789 | 389 25 | 129 22 | 9 44 | 1,498 81 | ..... | 30 00 | ..... | 2,086 72 |
| Woodbridge, | 496,403 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 26 Towns. | \$103,480,049 | \$113,341 50 | \$4,721 03 | \$709 75 | \$244,996 45 | \$514,352 55 | \$46,214 00 | \$98,310 26 | \$822,645 54 |

| TOWNS. | EXPENSES. | | | | | | | District Indebtedness. | Per cent. etc.* | Per cent. etc.† | Paid for each child enumerated. | Paid for each child in average attendance. |
|--------------------|------------------|-------------|-------------|------------------------|----------------|----------------|--------------|------------------------|-----------------|-----------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries & Apparatus. | New Buildings. | Other Objects. | Total. | | | | | |
| New Haven City,... | \$229,342 11 | \$27,803 29 | \$10,563 75 | \$1,919 56 | \$146,941 14 | \$71,151 92 | \$487,721 77 | \$375,000 00 | .... | .... | \$17 55 | \$31 54 |
| " Westville, | 4,895 50 | 206 50 | 2,229 35 | 57 97 | ..... | 5,992 98 | 13,382 30 | 5,000 00 | .... | .... | 31 78 | 50 49 |
| " South,... | 300 00 | 86 83 | 6 37 | ..... | ..... | ..... | 453 20 | ..... | .... | .... | 6 04 | 17 10 |
| " complete, | 234,597 61 | 28,006 62 | 12,799 47 | 1,977 53 | 146,941 14 | 77,144 90 | 501,557 27 | 380,000 00 | 6.88 | 1.21 | 17 81 | 31 96 |
| Ansonia,..... | 23,460 00 | 2,485 62 | 975 52 | 215 60 | 12,284 78 | 2,210 11 | 41,631 63 | 244 00 | 11.58 | 11.58 | 12 00 | 16 94 |
| Beacon Falls,..... | 847 80 | 63 35 | 36 67 | ..... | ..... | 478 35 | 1,426 17 | 69 45 | 4.70 | 4.70 | 16 02 | 23 57 |
| Bethany,..... | 1,180 53 | 113 04 | ..... | 10 60 | ..... | 32 00 | 1,436 17 | 32 00 | 3.46 | 3.46 | 14 06 | 27 54 |
| Branford,..... | 7,000 84 | 936 47 | 445 90 | 450 99 | 4,091 20 | 1,200 00 | 14,215 40 | 90 00 | 4.63 | 4.60 | 11 35 | 16 65 |
| Cheshire,..... | 3,444 55 | 355 73 | 250 27 | 20 00 | ..... | 100 00 | 4,160 55 | 100 00 | 3.26 | 3.12 | 11 94 | 24 23 |
| Derby,..... | 10,581 21 | 650 00 | 400 00 | 95 00 | ..... | 913 54 | 12,639 75 | 200 00 | 4.81 | 4.81 | 8 14 | 20 07 |
| East Haven,..... | 1,074 88 | 62 89 | ..... | ..... | ..... | 13 50 | 1,151 27 | 13 50 | 1.15 | 1.15 | 7 72 | 14 75 |
| Guilford,..... | 5,024 50 | 478 61 | 287 90 | 39 70 | ..... | 382 12 | 6,222 83 | 134 00 | 3.98 | 3.45 | 12 57 | 21 94 |
| Hamden,..... | 5,547 93 | 577 29 | 193 31 | ..... | 550 00 | 272 26 | 7,140 79 | 211 50 | 2.99 | 2.50 | 7 21 | 17 00 |
| Madison,..... | 2,688 80 | 395 50 | 19 00 | ..... | ..... | 87 00 | 3,190 30 | 87 00 | 3.34 | 3.34 | 14 05 | 19 51 |
| Middlebury,..... | 53,553 42 | 3,900 11 | 2,377 95 | 260 00 | 29,633 25 | 18,124 61 | 107,849 34 | 1,200 00 | 5.15 | 4.00 | 12 57 | 24 50 |
| Milford,..... | 1,060 25 | 70 45 | ..... | ..... | ..... | 20 00 | 1,170 70 | 20 00 | 2.93 | 2.93 | 8 67 | 14 70 |
| Milford,..... | 5,249 00 | 925 11 | 207 60 | ..... | ..... | 2,179 28 | 20,099 90 | 492 00 | 3.63 | 3.63 | 8 72 | 10 81 |
| Naugatuck,..... | 15,825 70 | 1,166 94 | 912 98 | 15 00 | ..... | 36 00 | 19,937 46 | 36 00 | 3.19 | 3.19 | 13 16 | 19 98 |
| North Branford,... | 1,730 67 | 170 79 | ..... | ..... | ..... | 354 77 | 3,950 62 | 84 45 | 3.21 | 3.21 | 11 07 | 18 90 |
| North Haven,... | 3,177 43 | 353 38 | 59 04 | 6 00 | ..... | 3,282 03 | 15,856 60 | 134 50 | 3.37 | 3.21 | 12 22 | 18 72 |
| Orange,..... | 10,593 77 | 1,495 79 | 414 79 | 70 22 | ..... | 75 00 | 19,561 17 | 46,500 00 | 5.87 | 3.95 | 14 37 | 21 51 |
| Oxford,..... | 1,771 62 | 109 55 | ..... | ..... | ..... | 45 00 | 1,956 17 | 75 00 | 3.42 | 3.33 | 9 22 | 21 97 |
| Prospect,..... | 756 00 | 29 14 | 26 00 | ..... | ..... | ..... | 886 14 | 18 00 | 3.60 | 3.60 | 9 40 | 16 95 |
| Seymour,..... | 7,591 27 | 1,444 20 | ..... | 100 00 | ..... | ..... | 9,135 47 | 121 00 | 5.58 | 5.58 | 12 14 | 19 19 |
| Southbury,..... | 1,781 06 | 159 49 | 30 00 | ..... | ..... | 122 25 | 2,092 80 | 122 25 | 2.43 | 2.38 | 9 02 | 17 29 |
| Wallingford,..... | 16,346 63 | 2,142 21 | 1,953 81 | 171 43 | ..... | 4,090 76 | 24,704 84 | 199 35 | 6.31 | 2.78 | 15 42 | 24 30 |
| Waterbury,..... | 6,658 40 | 1,175 00 | 1,323 50 | ..... | 7,176 33 | 18,131 50 | 10,332 93 | 444 00 | ..... | ..... | 10 90 | 21 47 |
| " Centre,... | 67,829 56 | 10,403 02 | 5,981 70 | 724 01 | 3,711 85 | 37,599 77 | \$26,249 91 | 3,650 00 | ..... | ..... | 13 81 | 29 33 |
| " complete, | 74,487 96 | 11,578 02 | 7,395 20 | 724 01 | 11,428 18 | 38,858 04 | 144,381 41 | 4,004 00 | 10.70 | 0.44 | 13 53 | 28 51 |
| Walcott,..... | 1,076 80 | 185 49 | 137 05 | ..... | ..... | ..... | 1,209 34 | 25 00 | 1.65 | 1.65 | 10 23 | 18 17 |
| Woodbridge,..... | 1,843 37 | 107 64 | 14 50 | 00 00 | ..... | 61 25 | 2,086 76 | 55 25 | 3.14 | 3.01 | 12 00 | 20 76 |
| 26 Towns. | \$492,323 60 | \$57,963 53 | \$28,906 96 | \$4,216 08 | \$204,928 55 | 150,172 77 | \$938,511 49 | \$10,948 25 | 6.80 | 2.36 | \$14.56 | \$26 61 |

* Of taxable property appropriated for Public Schools, in mills and roots.
† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

EXPENSES.

79

NEW LONDON COUNTY.

EXPENSES.

TOWNS.

| TOWNS. | EXPENSES. | | | | | | District Indebtedness. | Per cent. etc.* | Per cent. etc.† | Paid for each child enumerated. | Paid for each child in average attendance. |
|-----------------------|------------------|-------------|------------|--------------------------|----------------|----------------|------------------------|-----------------|-----------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | | | | | |
| New London,..... | \$24,434 58 | \$2,317 02 | \$844 03 | \$580 78 | \$6,158 01 | \$4,836 78 | \$300 00 | 4.13 | 3.11 | \$11 52 | \$21 31 |
| Norwich Town,..... | 2,375 00 | 507 00 | 141 00 | 18 00 | ..... | 1,720 00 | ..... | ..... | ..... | 18 74 | 33 17 |
| " Central,..... | 20,468 78 | 4,653 03 | 1,757 80 | 200 00 | ..... | 1,455 97 | 25,000 00 | ..... | ..... | 18 45 | 33 00 |
| " West Chelsea,... | 7,881 50 | 1,834 96 | 1,214 28 | ..... | ..... | 960 11 | 6,500 00 | ..... | ..... | 12 42 | 19 67 |
| " other Districts,... | 15,566 66 | 1,888 70 | 1,173 77 | 172 50 | ..... | 4,157 55 | 11,000 00 | ..... | ..... | 9 87 | 23 88 |
| " complete,..... | 46,291 94 | 8,883 69 | 4,896 85 | 390 50 | ..... | 8,743 63 | 49,500 00 | 4.32 | 0.96 | 13 33 | 26 43 |
| Boxrah,..... | 1,453 12 | 124 56 | ..... | ..... | ..... | 52 90 | ..... | 2.37 | 2.37 | 6 85 | 13 04 |
| Colchester,..... | 5,541 19 | 529 37 | 209 23 | 20 00 | ..... | 246 54 | ..... | 5.41 | 4.56 | 10 19 | 16 67 |
| East Lyme,..... | 3,158 64 | 217 31 | 1 96 | 75 50 | ..... | 136 65 | 329 41 | 3.88 | 3.81 | 9 06 | 14 62 |
| Franklin,..... | 1,371 20 | 166 62 | 13 29 | ..... | ..... | 81 85 | ..... | 3.93 | 3.88 | 10 55 | 23 65 |
| Griswold,..... | 6,020 15 | 959 31 | 146 31 | ..... | ..... | 110 00 | ..... | 4.33 | 3.68 | 16 55 | 19 03 |
| Groton,..... | 9,154 11 | 982 96 | 695 82 | 78 93 | ..... | 500 23 | 4,649 75 | 9.77 | 3.97 | 10 50 | 17 61 |
| Lebanon,..... | 3,258 22 | 238 21 | 263 13 | ..... | ..... | 100 00 | ..... | 2.90 | 2.58 | 11 76 | 19 74 |
| Ledyard,..... | 1,841 91 | 113 05 | ..... | ..... | ..... | 67 00 | ..... | 2.92 | 2.92 | 7 37 | 11 78 |
| Lisbon,..... | 855 00 | 55 00 | ..... | ..... | ..... | 26 00 | ..... | 3.12 | 3.01 | 8 91 | 16 56 |
| Lyme,..... | 939 24 | 31 16 | ..... | ..... | ..... | 37 00 | ..... | 1.73 | 1.73 | 6 22 | 12 15 |
| Montville,..... | 4,537 92 | 421 98 | ..... | 26 45 | ..... | 170 95 | ..... | 3.71 | 3.60 | 8 96 | 15 39 |
| North Stonington,... | 2,845 71 | 157 78 | 213 07 | ..... | ..... | 144 75 | ..... | 3.73 | 3.28 | 10 04 | 15 19 |
| Old Lyme,..... | 1,552 50 | 68 58 | ..... | ..... | ..... | 55 00 | ..... | 2.30 | 2.30 | 8 35 | 17 11 |
| Preston,..... | 4,397 09 | 343 37 | 163 15 | 94 60 | ..... | 5,097 21 | ..... | 4.11 | 3.33 | 8 20 | 13 15 |
| Salem,..... | 741 13 | 45 32 | 97 15 | 10 00 | ..... | 68 00 | ..... | 3.21 | 2.42 | 10 68 | 18 49 |
| Sprague,..... | 1,873 34 | 371 93 | ..... | ..... | ..... | 110 60 | ..... | 2.10 | 2.10 | 2 10 | 14 58 |
| Stonington,..... | 12,234 33 | 2,103 41 | 1,102 93 | 194 11 | ..... | 2,880 83 | 35,874 00 | 5.91 | 3.56 | 12 32 | 22 45 |
| Voluntown,..... | 1,843 31 | 169 12 | 300 97 | ..... | ..... | 50 25 | ..... | 6.47 | 5.26 | 8 80 | 16 72 |
| Waterford,..... | 3,657 61 | 440 07 | ..... | ..... | 100 00 | 100 50 | ..... | 2.43 | 2.34 | 6 68 | 13 73 |
| 21 Towns. | \$138,021 24 | \$18,765 82 | \$9,037 89 | \$1,470 87 | \$6,258 01 | \$18,678 86 | \$5,122 13 | 4.43 | 2.43 | \$11 13 | \$20 49 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

FAIRFIELD COUNTY.

| TOWNS. | Grand List. | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | Total. | Districts Taxing. |
|---------------------|--------------|-------------------|---------------|--------------|--------------|---------------|--------------------|----------------|--------------|-------------------|
| Bridgeport,..... | \$25,522,181 | \$29,544 75 | \$431 00 | ..... | \$121,065 17 | ..... | ..... | ..... | \$151,040 92 | .. |
| Danbury,..... | 7,327,882 | 9,848 25 | ..... | \$104 00 | 28,175 08 | \$4,807 67 | ..... | \$5,104 27 | 48,039 27 | .. |
| Bethel,..... | 1,158,935 | 1,734 75 | 132 32 | 10 45 | 6,960 27 | ..... | ..... | ..... | 8,337 79 | .. |
| Brookfield,..... | 480,930 | 450 00 | ..... | ..... | 1,768 76 | ..... | ..... | ..... | 2,218 76 | .. |
| Darien,..... | 1,596,410 | 823 50 | 143 45 | ..... | 3,434 34 | 2,125 82 | \$10 00 | ..... | 6,537 11 | 1 |
| Easton,..... | 408,145 | 317 25 | 139 38 | ..... | 1,672 05 | ..... | ..... | 70 00 | 2,108 68 | .. |
| Fairfield,..... | 2,315,545 | 1,863 00 | 371 67 | 252 22 | 8,120 73 | 6,000 00 | 150,000 00 | 227 64 | 10,385 26 | .. |
| Greenwich,..... | 538,464 | 4,860 00 | ..... | ..... | 11,142 06 | 6,000 00 | ..... | 300 00 | 172,302 06 | 2 |
| Huntington,..... | 1,481,265 | 2,256 75 | 176 06 | 62 32 | 7,310 40 | 3,617 00 | 70 00 | 90 00 | 13,582 53 | .. |
| Monroe,..... | 368,215 | 409 50 | 78 00 | ..... | 1,360 66 | ..... | ..... | 1 86 | 1,850 02 | .. |
| New Canaan,..... | 1,246,332 | 1,266 75 | 35 07 | ..... | 4,884 18 | 66 40 | 17 70 | 58 79 | 6,328 89 | 1 |
| New Fairfield,..... | 348,136 | 333 00 | 100 00 | ..... | 1,075 05 | ..... | 10 00 | ..... | 1,518 05 | .. |
| Newtown,..... | 1,561,545 | 1,622 25 | 473 82 | ..... | 5,553 42 | ..... | ..... | ..... | 7,649 49 | 1 |
| Norwalk,..... | 6,461,289 | 8,919 00 | 472 62 | 132 00 | 29,179 16 | 5,955 18 | 155 00 | 330 04 | 45,143 00 | 1 |
| Redding,..... | 518,614 | 675 00 | 173 20 | 22 91 | 1,415 39 | ..... | ..... | ..... | 2,286 50 | .. |
| Ridgefield,..... | 1,335,417 | 965 25 | 230 40 | ..... | 4,027 91 | 122 00 | 60 98 | 152 89 | 5,559 43 | 2 |
| Sherman,..... | 345,358 | 294 75 | 144 00 | ..... | 810 20 | 60 00 | 11 83 | ..... | 1,320 78 | 1 |
| Stamford,..... | 9,536,691 | 8,496 00 | 339 38 | 187 42 | 41,663 89 | ..... | ..... | 600 52 | 51,287 21 | .. |
| Stratford,..... | 1,023,940 | 1,287 00 | 147 50 | 112 00 | 4,104 22 | 1,518 53 | 5 00 | 15 00 | 7,279 25 | 2 |
| Trumbull,..... | 597,444 | 639 00 | 159 50 | 64 89 | 1,856 66 | 308 00 | 82 00 | 28 97 | 3,139 02 | 2 |
| Weston,..... | 332,069 | 360 00 | 30 00 | 89 11 | 717 16 | ..... | ..... | ..... | 1,196 27 | .. |
| Westport,..... | 2,175,728 | 1,806 75 | 224 36 | ..... | 3,168 39 | ..... | 36 50 | 275 00 | 5,451 00 | .. |
| Wilton,..... | 676,384 | 803 25 | ..... | 6 00 | 3,018 29 | 240 00 | 126 00 | 54 50 | 4,248 64 | 1 |
| 23 Towns. | \$72,036,919 | \$79,575 75 | \$4,001 73 | \$1,043 32 | \$292,513 44 | \$24,820 60 | \$150,585 61 | \$7,309 48 | \$559,849 93 | 14 |

FAIRFIELD COUNTY.

| TOWNS. | EXPENSES. | | | | | | | Cost of Superintendence. | District Indebtedness. | Per cent., etc.* | Per cent., etc.† | Paid for each child enumerated. | Paid for each child in average attendance. |
|---------------------|------------------|-------------|-------------|--------------------------|----------------|----------------|--------------|--------------------------|------------------------|------------------|------------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | | |
| Bridgeport,..... | \$6,371 38 | \$16,069 39 | \$20,339 80 | \$673 84 | \$4,508 84 | \$13,077 07 | \$51,040 32 | \$3,019 27 | ..... | 4.74 | 4.74 | \$11 15 | \$21 17 |
| Danbury,..... | 30,431 00 | 5,402 00 | 3,142 90 | 207 10 | 3,995 00 | 4,379 25 | 47,527 25 | 740 40 | \$50,836 00 | 5.19 | 3.84 | 9 05 | 18 01 |
| Bethel,..... | 6,982 00 | 1,390 98 | 329 65 | 135 16 | ..... | ..... | 8,837 79 | 180 75 | ..... | 6.00 | 0.00 | 11 40 | 16 83 |
| Brookfield,..... | 2,029 55 | 140 42 | ..... | ..... | ..... | 40 00 | 2,218 97 | 40 00 | ..... | 3.67 | 3.67 | 11 09 | 18 96 |
| Darien,.... | 3,614 48 | 682 46 | ..... | 20 00 | ..... | 110 00 | 4,426 94 | 110 00 | 2,000 00 | 3.48 | 2.15 | 12 09 | 24 80 |
| Easton,..... | 1,919 05 | 144 63 | ..... | 70 00 | ..... | 65 00 | 2,198 68 | 65 00 | ..... | 4.26 | 4.09 | 15 59 | 27 65 |
| Fairfield,..... | 8,909 65 | 839 94 | 159 36 | ..... | ..... | 95 78 | 10,834 73 | 375 78 | ..... | 3.89 | 3.78 | 13 08 | 25 49 |
| Greenwich,..... | 14,790 00 | 1,759 73 | 250 00 | 900 00 | 150,000 00 | 3,672 49 | 171,372 22 | 1,133 00 | 71,000 00 | 31.08 | 2.06 | 9 89 | 24 55 |
| Huntington,... | 8,905 66 | 480 01 | 1,752 64 | 304 21 | ..... | 2,140 01 | 13,582 53 | 213 00 | 26,000 00 | 7.48 | 4.93 | 13 34 | 22 90 |
| Monroe,..... | 1,736 92 | 80 38 | ..... | 24 60 | ..... | 33 00 | 1,874 90 | 33 00 | ..... | 3.70 | 3.69 | 10 30 | 17 68 |
| New Canaan,..... | 5,625 83 | 557 80 | 243 12 | 5 00 | ..... | 138 26 | 6,570 01 | 75 00 | 3,284 70 | 4.03 | 3.91 | 11 66 | 21 22 |
| New Fairfield,..... | 1,359 90 | 95 15 | ..... | 10 00 | ..... | 53 00 | 1,518 05 | 53 00 | ..... | 3.11 | 3.08 | 10 25 | 20 93 |
| Newtown,..... | 6,740 91 | 479 09 | 100 00 | ..... | ..... | 459 49 | 7,749 49 | 429 49 | ..... | 3.55 | 3.55 | 10 74 | 19 42 |
| Norwalk,..... | 33,240 28 | 2,859 16 | 3,637 30 | 158 25 | ..... | 7,186 08 | 47,137 07 | 447 61 | 43,506 08 | 5.51 | 4.51 | 11 89 | 21 87 |
| Redding,..... | 2,087 43 | 141 07 | ..... | ..... | ..... | 58 00 | 2,286 50 | 58 00 | ..... | 2.72 | 2.72 | 7 62 | 21 17 |
| Ridgefield,..... | 4,798 46 | 462 99 | 155 98 | ..... | ..... | 100 00 | 5,517 43 | 100 00 | ..... | 3.26 | 3.01 | 12 86 | 21 30 |
| Sherman,..... | 1,136 76 | 73 19 | 71 83 | ..... | ..... | 39 00 | 1,320 78 | 39 00 | ..... | 2.55 | 2.34 | 10 08 | 18 09 |
| Stamford,..... | 42,625 65 | 8,431 15 | ..... | 230 41 | ..... | ..... | 51,287 21 | 2,330 00 | 75,000 00 | 4.43 | 4.36 | 13 58 | 27 22 |
| Stratford,..... | 790 73 | 517 24 | 517 24 | 72 60 | ..... | 1,235 39 | 7,737 36 | 175 00 | 19,000 00 | 5.59 | 4.09 | 12 88 | 27 50 |
| Trumbull,..... | 2,550 56 | 188 89 | 322 00 | 20 00 | ..... | 39 55 | 3,121 00 | 35 00 | 75 00 | 3.80 | 3.10 | 10 32 | 19 32 |
| Weston,..... | 1,115 31 | 58 96 | ..... | ..... | ..... | 22 00 | 1,196 27 | 22 00 | ..... | 2.15 | 2.15 | 7 47 | 15 84 |
| Wesport,..... | 4,593 19 | 446 31 | 309 00 | 36 50 | ..... | 158 00 | 5,573 00 | 130 00 | 1,989 20 | 1.57 | 1.42 | 6 94 | 16 81 |
| Wilton,..... | 2,670 42 | 168 52 | 324 50 | 19 60 | ..... | 72 60 | 3,255 64 | 52 60 | ..... | 5.08 | 4.46 | 9 11 | 19 32 |
| 23 Towns. | \$288,964 79 | \$41,751 95 | \$31,765 32 | \$2,887 27 | \$158,473 84 | \$33,973 97 | \$557,817 14 | \$9,876 90 | \$292,670 98 | 6.59 | 4.06 | \$11 29 | \$21 72 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

WINDHAM COUNTY.

| TOWNS. | Grand List. | RECEIPTS. | | | | | | | Districts Taxing. | |
|-------------------|--------------|-------------------|---------------|--------------|-------------|---------------|--------------------|----------------|-------------------|--------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | | Total. |
| Brooklyn, | \$1,350,707 | \$1,323 00 | \$225 00 | \$15 48 | \$2,827 18 | \$1,425 55 | ..... | \$20 50 | \$5,856 71 | 2 |
| Ashford, | 240,814 | 281 25 | 189 82 | ..... | 1,057 11 | 38 50 | ..... | ..... | 1,566 68 | 1 |
| Canterbury, | 447,618 | 387 00 | 144 00 | 19 20 | 1,282 65 | ..... | \$15 00 | ..... | 1,847 85 | .. |
| Chaplin, | 197,020 | 267 75 | 124 36 | ..... | 523 82 | ..... | ..... | ..... | 915 93 | .. |
| Eastford, | 201,988 | 306 00 | 126 44 | ..... | 531 38 | ..... | 15 00 | ..... | 978 82 | .. |
| Hampton, | 287,402 | 301 50 | 166 68 | ..... | 824 43 | ..... | ..... | ..... | 1,202 61 | .. |
| Killingly, | 2,188,842 | 3,489 75 | 401 82 | ..... | 11,950 21 | 2,617 11 | ..... | 800 42 | 19,319 31 | 1 |
| Plainfield, | 1,764,899 | 2,475 00 | 371 05 | ..... | 5,201 27 | 108 00 | ..... | 186 00 | 8,335 32 | .. |
| Pomfret, | 933,355 | 612 00 | 272 50 | ..... | 1,590 88 | ..... | ..... | ..... | 2,475 38 | .. |
| Pontnam, | 2,993,218 | 3,559 50 | 259 04 | 13 98 | 6,159 99 | 777 54 | ..... | ..... | 10,770 05 | 1 |
| Putnam, | 216,104 | 269 25 | 66 39 | 19 80 | 715 22 | ..... | 9 75 | ..... | 1,020 41 | .. |
| Sterlings, | 322,622 | 643 50 | ..... | ..... | 1,190 06 | 30 00 | 32 42 | ..... | 1,895 98 | 1 |
| Thompson, | 1,623,174 | 3,165 75 | ..... | ..... | 3,836 61 | ..... | ..... | 81 50 | 7,083 86 | .. |
| Windham, | 4,442,801 | 4,349 25 | 348 94 | 56 82 | 19,811 94 | 1,624 66 | 25 00 | 7,778 68 | 33,695 29 | 4 |
| Woodstock, | 876,331 | 1,026 00 | 337 13 | 40 14 | 2,134 78 | ..... | 5 00 | 5 00 | 3,548 05 | .. |
| 15 Towns. | \$18,086,985 | \$22,396 50 | \$3,093 17 | \$105 42 | \$59,637 53 | \$6,621 36 | \$102 17 | \$8,866 10 | \$100,882 25 | 10 |

WINDHAM COUNTY.

| TOWNS. | EXPENSES. | | | | | | | District
Indebted-
ness. | Per
cent.,
etc.* | Per
cent.,
etc.† | Paid for
each child
in average
attend-
ance. |
|------------------|---------------------|------------|------------|----------------------------------|-------------------|-------------------|-------------|--------------------------------|------------------------|------------------------|--|
| | Teachers'
Wages. | Fuel, etc. | Repairs. | Libraries
and Appa-
ratus. | New
Buildings. | Other
Objects. | Total. | | | | |
| Brooklyn,..... | \$3,655 49 | \$673 78 | \$105 13 | ..... | ..... | \$179 03 | \$4,703 43 | \$1,000 00 | 3.16 | 2.09 | \$24 12 |
| Ashford,..... | 1,386 70 | 90 48 | 103 50 | ..... | ..... | 51 00 | 1,611 68 | 51 00 | 4.54 | 4.38 | 20 14 |
| Canterbury,..... | 1,666 84 | 117 26 | ..... | ..... | ..... | 58 75 | 1,842 85 | 58 75 | 2.89 | 2.86 | 15 16 |
| Chaplin,..... | 771 89 | 67 86 | 21 83 | ..... | ..... | 54 35 | 915 93 | 15 00 | 2.65 | 2.65 | 13 67 |
| Eastford,..... | 886 90 | 54 92 | ..... | ..... | ..... | 39 00 | 974 82 | 39 00 | 2.70 | 2.63 | 10 48 |
| Hampton,..... | 1,193 41 | 95 20 | ..... | ..... | ..... | 54 00 | 1,342 61 | 34 00 | 2.86 | 2.86 | 17 32 |
| Killingly,..... | 13,267 20 | 2,358 58 | 641 26 | \$241 75 | ..... | 1,210 51 | 17,719 30 | 276 00 | 7.02 | 5.45 | 21 29 |
| Plainfield,..... | 7,010 79 | 758 01 | 100 04 | 188 00 | ..... | 178 88 | 8,235 72 | 178 88 | 3.11 | 2.94 | 14 78 |
| Pomfret,..... | 2,282 40 | 142 98 | ..... | ..... | ..... | 50 00 | 2,475 38 | 50 00 | 1.70 | 1.70 | 18 33 |
| Putnam,..... | 8,091 91 | 1,689 60 | ..... | ..... | ..... | 211 00 | 9,992 51 | 211 00 | 2.31 | 2.05 | 20 70 |
| Scotland,..... | 925 02 | 59 64 | 9 75 | ..... | ..... | 26 00 | 1,020 41 | 26 00 | 3.35 | 3.30 | 15 34 |
| Sterling,..... | 1,675 19 | 104 37 | 4 00 | 19 42 | ..... | 63 00 | 1,865 98 | 54 00 | 3.88 | 3.68 | 10 25 |
| Thompson,..... | 6,035 00 | 734 11 | 21 60 | 24 50 | ..... | 299 90 | 7,115 11 | 218 40 | 2.41 | 2.36 | 5 05 |
| Windham,..... | 25,324 73 | 2,154 09 | 2,835 21 | 187 67 | ..... | 6,013 57 | 36,015 27 | 182 74 | 6.98 | 4.45 | 40 42 |
| Woodstock,..... | 3,140 44 | 277 61 | 10 00 | 5 00 | ..... | 120 00 | 3,553 05 | 120 00 | 2.44 | 2.43 | 14 09 |
| 15 Towns. | \$77,367 91 | \$9,378 49 | \$3,442 32 | \$666 34 | ..... | \$8,608 99 | \$99,404 05 | \$1,594 77 | 4.15 | 3.29 | \$22 14 |

* Of taxable property appropriated for Public Schools, in mills and 100ths.

† Of taxable property appropriated for Public Schools by town tax, in mills and 100ths.

RECEIPTS.

LITCHFIELD COUNTY.

| TOWNS. | Grand List. | RECEIPTS. | | | | | | | Districts Taxing. | |
|--------------------|--------------|-------------------|---------------|--------------|-------------|---------------|--------------------|----------------|-------------------|--------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | | Total. |
| Litchfield,..... | \$1,995,891 | \$1,406 25 | \$522 90 | \$100 63 | \$10,743 21 | ..... | ..... | ..... | \$42,772 99 | .. |
| Barkhamsted,..... | 353,035 | 490 50 | 264 24 | ..... | 967 16 | ..... | ..... | ..... | 1,742 90 | .. |
| Bethlehem,..... | 374,760 | 193 50 | 139 61 | ..... | 660 39 | ..... | ..... | ..... | 1,003 50 | .. |
| Bridgewater,..... | 359,501 | 301 50 | 148 88 | 7 76 | 890 36 | ..... | ..... | ..... | 1,343 70 | .. |
| Canaan,..... | 552,540 | 414 00 | ..... | ..... | 1,333 50 | ..... | ..... | ..... | 1,747 50 | .. |
| Colebrook,..... | 339,867 | 517 50 | ..... | ..... | 1,507 17 | ..... | ..... | ..... | 2,028 07 | .. |
| Cornwall,..... | 638,282 | 648 00 | 222 12 | 38 82 | 1,265 41 | ..... | ..... | \$3 40 | 2,358 90 | .. |
| Goshen,..... | 547,246 | 369 00 | 86 20 | ..... | 1,233 31 | ..... | ..... | 184 55 | 1,688 51 | .. |
| Harwinton,..... | 421,099 | 522 00 | 240 73 | ..... | 1,353 74 | ..... | ..... | ..... | 2,258 47 | .. |
| Kent,..... | 471,223 | 598 50 | 256 96 | ..... | 1,975 74 | ..... | ..... | 42 00 | 3,428 41 | .. |
| Morris,..... | 345,901 | 283 50 | 133 02 | ..... | 782 49 | ..... | ..... | 48 58 | 1,237 76 | .. |
| New Hartford,..... | 1,002,061 | 1,850 25 | ..... | ..... | 3,596 79 | ..... | 1,192 59 | ..... | 6,767 23 | .. |
| New Milford,..... | 1,866,910 | 1,696 50 | 405 30 | 38 71 | 5,792 00 | ..... | ..... | 93 00 | 8,918 82 | .. |
| Norfolk,..... | 920,265 | 792 00 | 184 26 | 77 89 | 2,149 32 | ..... | 374 14 | 936 31 | 3,537 66 | .. |
| North Canaan,..... | 688,121 | 704 25 | 174 52 | ..... | 1,961 23 | ..... | ..... | 45 55 | 2,930 00 | .. |
| Plymouth,..... | 947,205 | 1,010 25 | 159 03 | ..... | 5,653 37 | ..... | 1,137 04 | ..... | 8,020 60 | .. |
| Roxbury,..... | 404,981 | 1,610 25 | 172 90 | 6 00 | 981 71 | ..... | ..... | 60 91 | 1,633 71 | .. |
| Salisbury,..... | 1,836,997 | 1,818 00 | ..... | ..... | 5,202 18 | ..... | 443 02 | 47 35 | 7,510 55 | .. |
| Sharon,..... | 1,397,225 | 954 00 | 453 00 | ..... | 3,696 05 | ..... | ..... | ..... | 5,220 05 | .. |
| Thomaston,..... | 1,512,045 | 1,676 25 | ..... | ..... | 6,069 12 | ..... | ..... | ..... | 7,745 37 | .. |
| Torrington,..... | 4,059,355 | 3,636 00 | 237 64 | 150 00 | 17,609 32 | ..... | ..... | ..... | 21,632 96 | .. |
| Warren,..... | 230,742 | 231 75 | ..... | ..... | 676 35 | ..... | ..... | ..... | 908 00 | .. |
| Washington,..... | 877,768 | 812 25 | 249 80 | ..... | 2,161 90 | ..... | ..... | ..... | 3,304 95 | .. |
| Watertown,..... | 1,395,083 | 1,116 00 | 253 15 | ..... | 3,240 02 | ..... | 1,288 97 | 40 00 | 6,128 74 | .. |
| Winchester,..... | 2,771,571 | 3,138 75 | 273 05 | ..... | 11,811 76 | ..... | 130 14 | 222 98 | 15,576 68 | .. |
| Woodbury,..... | 903,506 | 828 00 | 405 07 | 38 29 | 2,206 64 | ..... | ..... | 8 19 | 3,486 19 | .. |
| 26 Towns. | \$27,084,780 | \$26,475 75 | \$5,042 38 | \$458 10 | \$95,521 24 | \$5,114 53 | \$613 05 | \$1,692 17 | \$134,917 22 | 8 |

EXPENSES.

LITCHFIELD COUNTY.

| TOWNS. | EXPENSES. | | | | | | Cost of Superintendence. | District Indebtedness. | Per cent., etc.* | Per cent., etc.† | Paid for each child enumerated. | Paid for each child in average attendance. |
|---------------------|------------------|-------------|------------|--------------------------|----------------|----------------|--------------------------|------------------------|------------------|------------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | |
| Litchfield, | \$6,444 50 | \$1,016 90 | \$304 18 | \$208 99 | \$4,337 67 | \$370 75 | \$12,772 99 | \$370 75 | 5.38 | 5.38 | \$13 49 | \$21 24 |
| Barkhamsted, | 1,542 64 | 100 26 | 30 00 | ..... | ..... | 80 00 | 1,742 90 | 80 00 | 2.79 | 2.73 | 7 99 | 15 84 |
| Bethlehem, | 884 76 | 48 74 | 10 00 | ..... | ..... | 30 00 | 973 50 | 30 00 | 1.78 | 1.76 | 11 31 | 17 38 |
| Bridgewater, | 1,215 13 | 92 32 | 1 25 | ..... | ..... | 40 00 | 1,348 70 | 40 00 | 2.47 | 2.47 | 10 66 | 19 38 |
| Canaan, | 1,503 30 | 182 70 | ..... | ..... | ..... | 61 50 | 1,747 50 | 61 50 | 2.50 | 2.50 | 9 49 | 18 89 |
| Colebrook, | 1,838 99 | 150 33 | 3 40 | ..... | ..... | 35 00 | 2,027 72 | 35 00 | 4.44 | 4.43 | 8 81 | 15 47 |
| Cornwall, | 2,057 74 | 154 61 | 40 55 | 10 00 | ..... | 90 00 | 2,358 90 | 90 00 | 2.20 | 1.92 | 8 19 | 13 55 |
| Goshen, | 1,518 53 | 117 93 | ..... | ..... | ..... | 65 53 | 1,701 99 | 65 53 | 2.25 | 2.25 | 10 37 | 18 80 |
| Hawtinton, | 1,880 32 | 143 38 | 52 48 | ..... | ..... | ..... | 2,076 18 | 66 35 | 3.50 | 3.21 | 8 94 | 17 74 |
| Kent, | 2,558 36 | 197 01 | 591 79 | ..... | ..... | 81 25 | 3,428 41 | 81 25 | 5.46 | 4.19 | 12 88 | 21 49 |
| Morris, | 1,699 20 | 64 19 | 10 62 | ..... | 30 09 | 36 00 | 1,240 10 | 36 00 | 2.37 | 2.26 | 9 60 | 14 31 |
| New Hartford, | 4,955 91 | 662 86 | 154 24 | 62 08 | ..... | 215 96 | 5,750 99 | 127 50 | 4.62 | 3.38 | 6 97 | 21 86 |
| New Milford, | 7,319 74 | 851 30 | 585 72 | 15 00 | ..... | 147 06 | 8,918 82 | 147 06 | 3.59 | 3.10 | 11 82 | 20 17 |
| Norfolk, | 2,692 50 | 235 44 | 280 15 | 60 00 | ..... | 269 59 | 3,537 68 | 61 00 | 2.79 | 2.33 | 11 33 | 20 21 |
| North Canaan, | 2,474 97 | 300 03 | ..... | ..... | ..... | 55 00 | 2,830 00 | 55 00 | 2.85 | 2.85 | 8 01 | 13 13 |
| Plymouth, | 5,934 54 | 1,030 40 | 386 46 | ..... | ..... | 266 82 | 7,618 22 | 112 50 | 7.23 | 5.06 | 16 96 | 24 07 |
| Roxbury, | 1,473 62 | 100 09 | ..... | ..... | ..... | 61 00 | 1,634 71 | 52 00 | 2.45 | 2.42 | 7 97 | 16 68 |
| Salisbury, | 6,406 80 | 649 52 | 276 83 | 4 35 | ..... | 173 35 | 7,510 55 | 161 45 | 3.09 | 2.83 | 9 29 | 19 87 |
| Sharon, | 4,569 69 | 428 06 | 117 00 | ..... | ..... | 105 30 | 5,220 05 | 105 30 | 2.91 | 2.82 | 12 31 | 22 59 |
| Thomaston, | 6,120 52 | 1,519 00 | 65 85 | 40 00 | ..... | 2,654 68 | 7,745 37 | 160 00 | 4.01 | 4.01 | 10 39 | 14 93 |
| Torrington, | 13,656 94 | 2,707 52 | 453 41 | ..... | 2,170 41 | 21,642 96 | 21,642 96 | 800 00 | 4.34 | 4.34 | 12 04 | 26 74 |
| Warren, | 800 00 | 80 00 | ..... | ..... | ..... | 28 00 | 908 00 | 28 00 | 2.93 | 2.93 | 8 81 | 19 31 |
| Washington, | 2,651 25 | 199 75 | 65 16 | 53 08 | ..... | 307 79 | 3,227 03 | 104 50 | 2.55 | 2.46 | 9 07 | 16 97 |
| Watertown, | 4,016 38 | 563 64 | 89 74 | 40 00 | 1,196 56 | 222 42 | 6,128 74 | 140 50 | 3.64 | 2.48 | 9 94 | 16 92 |
| Winchester, | 13,167 00 | 807 24 | 993 24 | 270 97 | ..... | 1,993 47 | 17,052 01 | 214 00 | 4.38 | 4.26 | 12 22 | 25 62 |
| Woodbury, | 3,142 82 | 193 37 | ..... | ..... | ..... | 150 00 | 3,486 19 | 150 00 | 2.45 | 2.44 | 9 47 | 19 92 |
| 26 Towns. | \$101,625 94 | \$12,596 53 | \$4,418 07 | \$854 47 | \$7,734 73 | \$7,450 47 | \$134,680 21 | \$3,375 19 | 3.80 | 3.52 | \$10 78 | \$20 41 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

MIDDLESEX COUNTY.

| TOWNS. | Grand List. | RECEIPTS. | | | | | | | Districts Taxing. | |
|----------------------|--------------|-------------------|---------------|--------------|-------------|---------------|--------------------|----------------|-------------------|--------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | | Total. |
| Middletown,..... | ..... | \$2,369 25 | \$346 10 | \$144 00 | \$4,666 20 | \$3,718 50 | ..... | ..... | \$11,238 05 | 1 |
| “ Industrial School, | ..... | 243 00 | ..... | ..... | ..... | ..... | ..... | ..... | 243 00 | .. |
| “ City,..... | ..... | 3,863 25 | 468 35 | 85 00 | 5,885 40 | 18,337 52 | ..... | \$2,116 75 | 30,756 27 | 1 |
| “ complete,..... | \$8,512,166 | 6,475 50 | 814 45 | 229 00 | 10,545 60 | 22,056 02 | ..... | 2,116 75 | 42,237 32 | 2 |
| Haddam,..... | 640,161 | 969 75 | 466 15 | ..... | 1,726 23 | 400 00 | \$50 50 | 307 50 | 3,920 13 | 1 |
| Chatham,..... | 651,811 | 848 25 | 225 71 | ..... | 2,309 44 | ..... | ..... | 193 50 | 3,576 90 | .. |
| Chester,..... | 483,606 | 663 75 | 133 45 | ..... | 1,660 85 | 2,416 93 | 56 71 | 47 50 | 4,079 19 | 3 |
| Clinton,..... | 669,468 | 535 50 | 165 52 | 25 75 | 34 98 | ..... | ..... | ..... | 761 75 | .. |
| Cornwall,..... | 873,363 | 1,129 50 | 157 11 | 25 23 | 2,240 40 | ..... | ..... | ..... | 3,552 24 | .. |
| Durham,..... | 454,936 | 348 75 | 104 17 | 102 60 | 935 50 | ..... | 180 00 | 107 10 | 1,838 18 | .. |
| East Haddam,..... | 1,125,766 | 1,026 00 | 278 08 | ..... | 3,086 55 | 455 00 | 17 50 | 10 51 | 4,873 64 | 2 |
| Essex,..... | 864,409 | 837 00 | 271 38 | 57 06 | 3,187 62 | ..... | ..... | ..... | 4,353 06 | .. |
| Killingworth,..... | 196,703 | 238 50 | 202 89 | 10 00 | 720 73 | 314 62 | 25 00 | ..... | 1,511 74 | .. |
| Middlefield,..... | 523,976 | 427 50 | 90 49 | ..... | 1,065 81 | ..... | ..... | ..... | 1,583 80 | .. |
| Old Saybrook,..... | 592,417 | 607 50 | 18 00 | ..... | 3,127 71 | ..... | ..... | ..... | 3,753 21 | .. |
| Portland,..... | 1,938,336 | 2,313 00 | 195 10 | 444 00 | 8,765 27 | 4,500 00 | 28 40 | 55 52 | 16,301 29 | 1 |
| Saybrook,..... | 671,248 | 596 25 | 84 68 | ..... | 2,912 48 | ..... | 293 03 | 170 23 | 4,056 67 | .. |
| Westbrook,..... | 481,941 | 344 25 | 162 62 | ..... | 819 34 | ..... | ..... | ..... | 1,326 21 | .. |
| 15 Towns. | \$18,680,247 | \$17,361 00 | \$3,429 80 | \$893 64 | \$43,138 57 | \$30,142 57 | \$651 14 | \$3,008 61 | \$98,625 33 | 9 |

MIDDLESEX COUNTY.

| TOWNS. | EXPENSES. | | | | | | | Cost of Superintendence. | District Indebtedness. | Per cent., etc.* | Per cent., etc.† | Paid for each child enumerated. | Paid for each child in average attendance. |
|--------------------|------------------|------------|------------|--------------------------|----------------|----------------|--------------|--------------------------|------------------------|------------------|------------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | | |
| Middletown,..... | \$6,306 15 | \$797 72 | \$606 20 | ..... | \$3,718 50 | \$329 50 | \$11,758 07 | \$329 50 | ..... | ..... | ..... | \$7 63 | \$21 12 |
| " Industry School, | 243 00 | ..... | ..... | ..... | ..... | ..... | 243 00 | ..... | ..... | ..... | ..... | ..... | ..... |
| " City,..... | 14,470 68 | 742 99 | 793 37 | \$136 13 | 14,131 54 | 5,093 51 | 35,368 22 | 100 00 | \$48,269 51 | ..... | ..... | 12 36 | ..... |
| " complete,..... | 21,019 83 | 1,540 71 | 1,399 57 | 136 43 | 17,850 04 | 5,423 01 | 47,369 29 | 429 50 | 48,269 51 | ..... | 1.23 | 10 25 | 19 24 |
| Haddam,..... | 2,880 87 | 330 86 | 635 50 | ..... | 400.00 | 132 90 | 4,180 13 | 100 00 | \$82.00 | 3.88 | 2.69 | 9 23 | 17 72 |
| Chatham,..... | 3,223 82 | 336 57 | ..... | ..... | ..... | 97 00 | 3,957 39 | 85 00 | 277 03 | 3.83 | 3.54 | 9 70 | 15 62 |
| Chester,..... | 2,157 02 | 259 78 | 1,961 80 | ..... | ..... | 140 90 | 4,519 50 | 41 25 | 350 00 | 8.64 | 3.43 | 15 32 | 22 42 |
| Clinton,..... | 570 00 | 39 75 | ..... | ..... | ..... | 152 00 | 761 75 | 62 67 | ..... | ..... | ..... | 3 20 | 44 80 |
| Cromwell,..... | 3,096 00 | 385 57 | 8 00 | ..... | ..... | 62 67 | 3,552 24 | 62 67 | ..... | 2.56 | 2.56 | 7 07 | 12 68 |
| Durham,..... | 1,688 15 | 165 14 | ..... | ..... | ..... | 52 20 | 1,955 49 | 36 00 | ..... | 2.68 | 2.05 | 12 61 | 20 69 |
| East Haddam,..... | 4,010 43 | 491 74 | 765 94 | 50 00 | ..... | 184 78 | 5,462 89 | 177 28 | 604 63 | 3.17 | 2.74 | 11 98 | 18 87 |
| Essex,..... | 3,522 52 | 191 51 | 118 22 | 191 61 | ..... | 329 20 | 4,353 06 | 77 56 | ..... | 3.68 | 3.68 | 11 70 | 19 13 |
| Killingworth,..... | 1,020 00 | 56 62 | 339 62 | ..... | ..... | 31 00 | 1,447 24 | 31 00 | ..... | 5.39 | 3.66 | 13 65 | 23 15 |
| Middlefield,..... | 1,440 00 | 143 80 | ..... | ..... | ..... | ..... | 1,583 80 | ..... | ..... | 2.03 | 2.03 | 8 33 | 14 66 |
| Old Saybrook,..... | 2,682 68 | 363 57 | 194 98 | 60 00 | ..... | 451 98 | 3,753 21 | 57 00 | 9,500.00 | 5.27 | 5.27 | 13 90 | 22 67 |
| Portland,..... | 8,932 50 | 4,507 81 | 750 76 | 170 34 | ..... | 1,554 42 | 12,915 83 | 259 60 | 16,202 55 | 6.88 | 4.52 | 12 56 | 25 57 |
| Saybrook,..... | 2,885 00 | 311 97 | 89 36 | 315 03 | ..... | 455 31 | 4,056 67 | 75 00 | 10,000 00 | 5.02 | 4.33 | 15 30 | 20 13 |
| Westbrook,..... | 1,208 73 | 101 48 | ..... | ..... | ..... | 16 00 | 1 326 21 | 16 00 | ..... | 1.70 | 1.70 | 8 66 | 16 17 |
| 15 Towns. | \$60,337 55 | \$6,226 88 | \$6,263 75 | \$933 11 | \$18,250 04 | \$9,083 37 | \$101,094 70 | \$1,447 86 | \$85,785 78 | 4.11 | 2.30 | \$10 73 | \$19 60 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

TOLLAND COUNTY.

| TOWNS. | Grand List. | RECEIPTS. | | | | | | | | Districts Taxing. |
|-------------------|-------------|-------------------|---------------|--------------|-------------|---------------|--------------------|----------------|-------------|-------------------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. | Total. | |
| Tolland, | \$321,677 | \$506 25 | \$239 25 | ..... | \$1,123 30 | ..... | ..... | \$11 00 | \$1,879 80 | .. |
| Andover, | 171,533 | 13 00 | 99 80 | ..... | 442 92 | ..... | ..... | ..... | 677 72 | .. |
| Bolton, | 177,233 | 204 75 | 114 58 | \$124 58 | 423 04 | ..... | \$7 80 | 15 00 | 889 75 | .. |
| Columbia, | 262,271 | 328 50 | ..... | 19 67 | 1,183 83 | ..... | ..... | ..... | 1,502 00 | .. |
| Coventry, | 641,144 | 810 00 | 229 70 | 32 64 | 2,039 17 | \$176 00 | ..... | 40 72 | 3,318 23 | 1 |
| Ellington, | 681,048 | 731 25 | 224 21 | ..... | 2,783 09 | ..... | 5 00 | 21 00 | 3,744 52 | 1 |
| Hebron, | 412,050 | 450 00 | 229 03 | 72 22 | 1,110 63 | ..... | 36 10 | ..... | 1,897 93 | .. |
| Mansfield, | 589,070 | 859 50 | 300 00 | 36 00 | 2,077 50 | ..... | 43 85 | 66 00 | 3,382 85 | 1 |
| Somers, | 802,057 | 697 50 | 256 33 | ..... | 2,497 33 | ..... | 30 00 | ..... | 3,499 16 | .. |
| Stafford, | 1,252,791 | 2,259 00 | 6 00 | 14 31 | 7,264 40 | 3,809 96 | ..... | 90 19 | 13,443 86 | .. |
| Union, | 118,537 | 180 00 | 109 50 | ..... | 569 15 | ..... | 205 00 | ..... | 1,063 65 | 1 |
| Vernon, | 2,885,093 | 4,576 00 | 111 81 | ..... | 15,262 58 | 436 15 | ..... | 384 93 | 20,771 97 | 1 |
| Willington, | 244,575 | 459 00 | ..... | ..... | 1,028 45 | 366 28 | 105 11 | 40 00 | 1,998 81 | .. |
| 13 Towns. | \$8,579,049 | \$12,197 25 | \$1,920 21 | \$299 42 | \$37,745 39 | \$4,788 36 | \$422 86 | \$696 84 | \$58,070 33 | 3 |

TOLLAND COUNTY.

| TOWNS. | EXPENSES. | | | | | | | Cost of Superintendence. | District Indebtedness. | Per cent., etc.* | Per cent., etc.† | Paid for each child enumerated. | Paid for each child in average attendance. |
|------------------|------------------|------------|------------|--------------------------|----------------|----------------|-------------|--------------------------|------------------------|------------------|------------------|---------------------------------|--|
| | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | | | | | | |
| Tolland,..... | \$1,712 05 | \$106 75 | ..... | ..... | ..... | \$62 00 | \$1,880 80 | \$54 00 | ..... | 3.52 | 3.49 | \$8 35 | \$15 39 |
| Andover,..... | 433 50 | 74 64 | \$135 68 | ..... | ..... | 34 50 | 677 72 | 10 00 | ..... | 2 09 | 2.09 | 11 39 | 28 23 |
| Bolton,..... | 801 50 | 51 45 | ..... | ..... | ..... | 29 00 | 881 95 | 24 00 | \$116 00 | 2.51 | 2.38 | 9 69 | 18 56 |
| Columbia,..... | 1,359 01 | 90 99 | ..... | ..... | ..... | 52 00 | 1,502 00 | 52 00 | ..... | 4.39 | 4.39 | 10 28 | 14 51 |
| Coventry,..... | 2,675 50 | 264 54 | 238 88 | \$12 86 | ..... | 187 00 | 3,378 78 | 135 00 | 928 00 | 3.50 | 3.16 | 9 38 | 14 40 |
| Ellington,..... | 3,351 23 | 383 32 | 364 56 | ..... | \$4,546 51 | 309 80 | 8,955 42 | 70 00 | 6,010 00 | 4.09 | 4.05 | 13 56 | 23 51 |
| Hebron,..... | 1,668 93 | 126 66 | 80 61 | 10 00 | ..... | 69 09 | 1,955 29 | 59 00 | ..... | 2.78 | 2.69 | 9 77 | 15 38 |
| Mansfield,..... | 3,025 35 | 235 00 | 1 58 | 22 70 | ..... | 97 84 | 3,382 47 | 90 00 | ..... | 3.71 | 3.52 | 8 85 | 15 86 |
| Somers,..... | 2,999 30 | 264 66 | 28 00 | 132 17 | ..... | 75 00 | 3,499 13 | 75 00 | ..... | 3.17 | 3.11 | 11 28 | 19 89 |
| Stafford,..... | 8,077 20 | 1,049 77 | 301 05 | ..... | ..... | 671 20 | 10,099 22 | 252 51 | 17,930 00 | 8.84 | 5.75 | 10 05 | 19 89 |
| Union,..... | 760 25 | 59 40 | 205 00 | ..... | ..... | 39 00 | 1,063 65 | 39 00 | 146 00 | 6.53 | 4.80 | 13 29 | 23 63 |
| Vernon,..... | 15,401 75 | 3,473 75 | 1,439 58 | 176 60 | 3,984 13 | 1,475 73 | 25,951 54 | 393 07 | 7,900 00 | 5.57 | 5.29 | 10 80 | 19 72 |
| Willington,..... | 1,332 00 | 100 68 | 297 65 | 61 60 | ..... | 70 73 | 1,862 66 | 48 00 | 37 48 | 7.17 | 4.79 | 9 13 | 14 72 |
| 13 Towns. | \$43,597 57 | \$6,281 01 | \$3,092 59 | \$415 93 | \$8,530 64 | \$3,172 89 | \$65,090 63 | \$1,202 58 | \$33,067 48 | 5.08 | 4.39 | \$10 43 | \$18 46 |

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

SUMMARY BY COUNTIES.

| COUNTIES. | Grand List. | RECEIPTS. | | | | | | | Districts Taxing. |
|------------------|---------------|-------------------|---------------|--------------|----------------|---------------|--------------------|----------------|-------------------|
| | | School Fund, etc. | Town Deposit. | Local Funds. | Town Tax. | District Tax. | Voluntary Contrib. | Other Sources. |  | Total. |
| Hartford,..... | \$95,980,761 | \$72,357 75 | \$6,446 00 | \$3,088 57 | \$280,117 91 | \$130,329 08 | \$788 57 | \$32,496 83 | \$355,624 71 |
| New Haven,..... | 103,480,049 | 113,341 50 | 4,721 03 | 709 75 | 244,996 45 | 314,352 55 | 46,214 00 | 95,310 26 | 822,045 54 |
| New London,..... | 37,332,817 | 37,572 75 | 4,939 04 | 957 71 | 90,995 56 | 52,814 18 | 210 17 | 21,024 19 | 209,113 60 |
| Fairfield,..... | 72,036,919 | 79,575 75 | 4,001 73 | 1,043 32 | 292,513 44 | 24,820 00 | 159,585 61 | 7,309 48 | 559,849 93 |
| Windham,..... | 18,086,985 | 22,396 50 | 3,093 17 | 165 42 | 59,637 53 | 6,621 36 | 102 17 | 8,766 10 | 100,882 25 |
| Litchfield,..... | 27,084,780 | 26,475 75 | 5,042 38 | 458 10 | 95,521 24 | 5,114 53 | 613 05 | 1,692 17 | 134,917 22 |
| Middlesex,..... | 18,680,247 | 17,361 00 | 3,429 80 | 893 64 | 43,138 57 | 30,142 57 | 651 14 | 3,008 61 | 98,625 33 |
| Tolland,..... | 8,579,049 | 12,197 25 | 1,920 21 | 299 42 | 37,745 39 | 4,788 36 | 422 86 | 696 84 | 58,070 33 |
| The State. | \$381,261,607 | \$381,278 25 | \$33,593 36 | \$7,615 93 | \$1,144,666 09 | \$568,983 23 | \$199,587 57 | \$174,004 48 | \$2,509,728 91 |

SUMMARY BY COUNTIES.

| COUNTIES. | Teachers' Wages. | Fuel, etc. | Repairs. | Libraries and Apparatus. | New Buildings. | Other Objects. | Total. | Cost of Superintendence. | District Indebtedness. | Per cent. | Per cent. | Paid for each child in average. | Paid for each child enumerated. | Paid for each child in average. |
|------------------|------------------|-------------|-------------|--------------------------|----------------|----------------|----------------|--------------------------|------------------------|-----------|-----------|---------------------------------|---------------------------------|---------------------------------|
| | | | | | | | | | | | | | | |
| Hartford,..... | \$345,970 07 | \$38,622 62 | \$23,490 02 | \$7,380 48 | \$59,931 20 | \$78,401 50 | \$553,796 79 | \$5,647 61 | \$542 889 | 36.4 | 62.2 | 2.91 | \$15 35 | \$26 72 |
| New Haven,..... | 492,323 60 | 57,963 53 | 28,906 06 | 4,216 08 | 204,928 55 | 159,172 77 | 938,111 49 | 10,948 25 | 755,126 | 30.6 | 80.2 | 3.36 | 14 50 | 26 61 |
| New London,..... | 138,021 44 | 18,765 82 | 9,037 89 | 1,770 87 | 6,258 01 | 18,678 86 | 192,432 69 | 5,422 13 | 90,932 | 54.4 | 43.2 | 4.43 | 11 23 | 20 49 |
| Fairfield,..... | 288,964 79 | 31,705 32 | 2,887 27 | 2,887 27 | 139,473 84 | 33,973 97 | 557,517 14 | 9,576 90 | 292,670 | 98.6 | 59.4 | 06 | 11 29 | 21 72 |
| Windham,..... | 77,307 91 | 41,751 95 | 3,442 32 | 666 34 | ..... | 8,608 99 | 99,404 05 | 1,594 77 | 34,618 | 38.4 | 15.3 | 2.29 | 9 98 | 22 14 |
| Litchfield,..... | 101,625 94 | 12,596 53 | 4,418 07 | 854 47 | 7,734 73 | 7,450 47 | 134,680 21 | 3,375 19 | 7,940 | 90.3 | 80.3 | 5.52 | 10 78 | 20 41 |
| Middlesex,..... | 60,337 55 | 6,226 88 | 6,263 75 | 933 11 | 18,250 04 | 9,083 37 | 101,094 70 | 1,447 86 | 85,785 | 78.4 | 11.2 | 3.30 | 10 73 | 19 60 |
| Tolland,..... | 43,597 57 | 6,281 01 | 3,092 59 | 415 93 | 8,530 64 | 3,172 89 | 65,090 63 | 1,202 58 | 33,067 | 48.5 | 08.4 | 4.39 | 10 43 | 18 46 |
| The State. | \$1,548,148 67 | \$91,586 83 | \$10,417 82 | \$18,824 55 | \$461,107 01 | \$309,542 82 | \$3,642,627 70 | \$39,215 29 | \$1,843,031 | 78.5 | 47.3 | 3.00 | \$12 85 | 23 81 |

* Of taxable property appropriated for Public Schools, in mills and roots.

1 Of taxable property appropriated for Public Schools by town tax, in mills and roots.

HARTFORD COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1893. | Registered. | | | | In Private
Schools. | In no School. | Between 8 and 14
In no School. | Average Attendance | | Per cent. who
attended some
part of the year. | Per ct. of attend-
ance on basis of
enumeration. | Per ct of attend-
ance on basis of
registration. |
|---------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|-----------------------------------|--------------------|---------|---|--|--|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| Hartford,..... | 53,230 | 11,021 | 9,093 | 7,687 | 7,261 | 539 | 3,345 | 1,808 | 81 | 6,255 | 6,387 | 82.5 | 57.3 | 84.5 |
| Avon,..... | 1,182 | 233 | 207 | 177 | 171 | ... | 6 | 12 | 2 | 137 | 133 | 88.8 | 57.0 | 77.5 |
| Berlin,..... | 2,600 | 561 | 473 | 393 | 374 | ... | 34 | 34 | 5 | 335 | 318 | 84.3 | 50.8 | 58.1 |
| Bloomfield,..... | 1,368 | 230 | 210 | 179 | 160 | 3 | 9 | 11 | 7 | 131 | 108 | 91.3 | 51.9 | 70.5 |
| Bristol,..... | 7,382 | 1,771 | 1,864 | 1,618 | 1,530 | 10 | 2 | 200 | 9 | 1,272 | 1,314 | 105.2 | 73.0 | 82.1 |
| Burlington,..... | 1,302 | 317 | 259 | 212 | 207 | 3 | 2 | 12 | 11 | 158 | 154 | 81.7 | 49.8 | 75.4 |
| Canton,..... | 2,500 | 619 | 618 | 560 | 553 | 19 | ... | 91 | 5 | 485 | 471 | 99.8 | 77.2 | 85.8 |
| East Granby,..... | 661 | 124 | 120 | 99 | 87 | 3 | ... | 16 | 1 | 70 | 72 | 96.7 | 77.2 | 76.3 |
| East Hartford,..... | 4,455 | 1,199 | 1,145 | 961 | 849 | 17 | 81 | 92 | 1 | 777 | 707 | 95.4 | 61.8 | 81.9 |
| East Windsor,..... | 2,890 | 726 | 635 | 528 | 473 | 1 | ... | 84 | ... | 417 | 354 | 87.4 | 53.0 | 77.0 |
| Enfield,..... | 7,199 | 1,613 | 1,060 | 904 | 846 | 37 | 403 | 150 | 57 | 761 | 712 | 65.7 | 45.5 | 84.1 |
| Farmington,..... | 3,179 | 690 | 660 | 566 | 586 | 28 | 13 | 29 | 9 | 486 | 411 | 95.6 | 65.0 | 77.8 |
| Glastonbury,..... | 3,457 | 713 | 594 | 536 | 494 | 10 | 29 | 18 | 1 | 433 | 382 | 83.0 | 57.1 | 79.1 |
| Granby,..... | 1,251 | 241 | 262 | 219 | 193 | 10 | 3 | 15 | 2 | 177 | 158 | 108.7 | 69.5 | 81.3 |
| Hartland,..... | 565 | 90 | 106 | 79 | 75 | 4 | ... | 1 | ... | 57 | 54 | 117.7 | 61.6 | 72.0 |
| Manchester,..... | 8,222 | 1,993 | 1,860 | 1,639 | 1,664 | 30 | 9 | 293 | 13 | 1,347 | 1,406 | 93.3 | 69.0 | 83.3 |
| Marlborough,..... | 582 | 119 | 114 | 107 | 81 | ... | 1 | 9 | 1 | 73 | 62 | 95.7 | 56.7 | 71.8 |
| New Britain,..... | 19,007 | 4,476 | 3,069 | 2,598 | 2,180 | 136 | 1,450 | 92 | 76 | 2,138 | 1,860 | 68.5 | 44.6 | 83.6 |
| Newington,..... | 953 | 217 | 163 | 141 | 127 | ... | 30 | 15 | 4 | 112 | 97 | 75.1 | 48.1 | 77.9 |
| Plainville,..... | 1,993 | 379 | 363 | 320 | 326 | 11 | ... | 16 | 2 | 204 | 268 | 95.7 | 70.1 | 82.3 |
| Rocky Hill,..... | 1,069 | 202 | 165 | 146 | 127 | ... | 7 | 30 | 2 | 99 | 83 | 81.6 | 45.0 | 66.6 |
| Simsbury,..... | 1,874 | 379 | 339 | 295 | 258 | 6 | 23 | 17 | 1 | 222 | 184 | 89.4 | 53.5 | 73.4 |
| Southington,..... | 5,501 | 1,128 | 1,111 | 1,010 | 976 | 71 | ... | 130 | 7 | 873 | 797 | 98.4 | 74.0 | 84.0 |
| South Windsor,..... | 1,736 | 374 | 349 | 300 | 297 | 13 | ... | 38 | 1 | 241 | 222 | 93.3 | 61.8 | 77.5 |
| Suffield,..... | 3,169 | 651 | 610 | 511 | 481 | 10 | 35 | 78 | 16 | 400 | 375 | 95.0 | 59.5 | 78.1 |
| West Hartford,..... | 1,930 | 462 | 468 | 411 | 400 | 4 | 10 | 25 | ... | 244 | 167 | 101.2 | 44.4 | 79.6 |
| Wethersfield,..... | 2,271 | 386 | 383 | 342 | 327 | 7 | ... | 32 | ... | 289 | 265 | 99.2 | 71.7 | 82.8 |
| Windsor,..... | 2,954 | 602 | 612 | 533 | 492 | 12 | 15 | 44 | 3 | 407 | 401 | 101.6 | 67.1 | 78.8 |
| Windsor Locks,..... | 2,758 | 643 | 273 | 238 | 220 | 6 | 346 | 62 | ... | 198 | 184 | 42.4 | 29.7 | 83.4 |
| 29 Towns. | 147,180 | 32,159 | 27,194 | 23,309 | 21,815 | 990 | 5,853 | 3,454 | 317 | 18,848 | 18,105 | 84.5 | 57.4 | 81.8 |

SCHOLARS.

| TOWNS. | Population,
1890. | Enumerated
October,
1893. | Registered. | | | In Private
Schools. | In no School. | Between 8 and 14
in no School. | Average Attendance. | | Per cent.
attended
some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|------------------------|----------------------|---------------------------------|------------------------|---------|---------|------------------------|---------------|-----------------------------------|---------------------|---------|--|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | Winter. | Summer. | | | |
| New Haven City, ..... | ..... | 19,409 | 15,655 | 12,759 | 12,759 | 662 | 3,332 | 211 | 10,803 | 10,803 | 80.6 | 55.6 | 84.6 |
| " Westville, ..... | ..... | 421 | 398 | 321 | 326 | ..... | 23 | 2 | 268 | 262 | 94.5 | 62.9 | 81.9 |
| " South, ..... | ..... | 75 | 52 | 46 | 40 | ..... | 19 | 2 | 31 | 22 | 69.3 | 35.3 | 61.6 |
| " complete, | 86,045 | 19,995 | 16,105 | 13,126 | 13,125 | 662 | 3,974 | 215 | 11,102 | 11,087 | 80.9 | 55.7 | 84.5 |
| Ansonia, | 10,342 | 2,445 | 2,100 | 2,034 | 2,034 | 39 | 219 | 14 | 1,727 | 1,737 | 89.5 | 70.8 | 84.5 |
| Beacon Falls, | 505 | 89 | 92 | 78 | 75 | ..... | 14 | 1 | 61 | 60 | 103.3 | 67.9 | 79.0 |
| Bethany, | 550 | 95 | 96 | 90 | 69 | 5 | 4 | ..... | 57 | 40 | 103.1 | 51.0 | 61.0 |
| Brantford, | 4,460 | 892 | 862 | 748 | 709 | 39 | 50 | ..... | 611 | 605 | 96.6 | 68.1 | 83.4 |
| Cheshire, | 1,929 | 350 | 288 | 250 | 217 | 6 | 42 | 1 | 188 | 157 | 82.2 | 49.2 | 73.8 |
| Derby, | 5,969 | 1,551 | 966 | 822 | 759 | 44 | 274 | ..... | 659 | 600 | 62.2 | 40.5 | 79.6 |
| East Haven, | 955 | 149 | 123 | 116 | 102 | ..... | 35 | 6 | 80 | 76 | 82.5 | 52.3 | 71.9 |
| Guilford, | 2,780 | 495 | 493 | 412 | 360 | 7 | 127 | 11 | 305 | 262 | 99.5 | 57.2 | 73.4 |
| Hamden, | 3,882 | 914 | 672 | 602 | 520 | 4 | 146 | 42 | 421 | 354 | 73.5 | 42.3 | 68.5 |
| Madison, | 1,429 | 227 | 254 | 215 | 208 | 13 | 26 | ..... | 167 | 160 | 111.8 | 72.0 | 77.3 |
| Meriden, | 25,423 | 6,219 | 4,792 | 3,859 | 3,780 | 114 | 767 | 17 | 3,141 | 3,243 | 77.0 | 51.3 | 83.5 |
| Middlebury, | 566 | 135 | 133 | 115 | 103 | 3 | 17 | ..... | 85 | 81 | 98.5 | 61.4 | 76.1 |
| Millford, | 3,811 | 738 | 530 | 473 | 473 | 25 | 173 | 13 | 405 | 361 | 71.8 | 51.8 | 79.9 |
| Naugatuck, | 6,218 | 1,527 | 1,434 | 1,396 | 1,169 | 13 | 297 | 38 | 1,025 | 986 | 93.2 | 65.8 | 78.4 |
| North Brantford, | 825 | 175 | 154 | 145 | 124 | 1 | 13 | 1 | 116 | 89 | 88.0 | 58.5 | 76.2 |
| North Haven, | 1,862 | 352 | 355 | 280 | 291 | 1 | 28 | 3 | 215 | 207 | 100.8 | 59.9 | 72.7 |
| Orange, | 4,537 | 1,103 | 1,071 | 908 | 941 | 13 | 40 | 10 | 724 | 750 | 97.0 | 66.8 | 79.7 |
| Oxford, | 902 | 212 | 169 | 150 | 127 | ..... | 22 | 4 | 99 | 79 | 79.7 | 41.9 | 64.2 |
| Posey, | 445 | 91 | 90 | 67 | 76 | ..... | 13 | 1 | 51 | 50 | 98.9 | 55.4 | 70.6 |
| Seymour, | 3,300 | 752 | 678 | 612 | 572 | 28 | 116 | ..... | 486 | 466 | 90.1 | 63.2 | 80.4 |
| Southbury, | 1,089 | 232 | 238 | 197 | 173 | 1 | 9 | ..... | 134 | 108 | 102.5 | 52.1 | 65.4 |
| Wallingford, | 6,584 | 1,602 | 1,449 | 1,343 | 1,332 | 34 | 217 | 6 | 1,039 | 994 | 90.4 | 63.4 | 76.0 |
| Waterbury, ..... | ..... | 955 | 926 | 722 | 621 | 1 | 70 | 14 | 534 | 436 | 66.9 | 50.7 | 72.2 |
| " Centre, | 8,869 | 8,869 | 6,047 | 4,948 | 4,850 | 232 | 1,322 | 181 | 4,148 | 4,206 | 68.1 | 47.0 | 85.2 |
| " complete, | 33,202 | 9,824 | 6,973 | 5,670 | 5,471 | 233 | 1,392 | 195 | 4,682 | 4,642 | 70.9 | 47.4 | 83.6 |
| Wolcott, | 522 | 127 | 117 | 96 | 96 | ..... | ..... | ..... | 70 | 70 | 92.1 | 56.2 | 74.4 |
| Woodbridge, | 926 | 173 | 167 | 137 | 136 | 7 | 25 | 3 | 103 | 98 | 96.5 | 58.0 | 73.6 |
| 26 Towns, | 209,058 | 50,374 | 40,483 | 33,991 | 33,051 | 1,312 | 7,931 | 581 | 27,753 | 27,365 | 80.3 | 54.7 | 82.2 |

NEW LONDON COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1893. | Registered. | | | | In no School. | Between ¹² and ¹⁴
in no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|-------------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|---------------|--|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | Winter. | Summer. | | | |
| New London,..... | 13,757 | 2,865 | 2,188 | 2,003 | 1,895 | 27 | 423 | 233 | 1,564 | 1,534 | 76.3 | 54.0 | 79.4 |
| Norwich Town,..... | ..... | 254 | 221 | 181 | 183 | 2 | ... | 43 | 151 | 136 | 87.0 | 56.4 | 78.8 |
| “ Central,..... | ..... | 1,548 | 1,208 | 1,043 | 1,000 | 23 | 194 | 123 | 866 | 865 | 78.0 | 55.9 | 84.4 |
| “ West Chelsea,..... | ..... | 957 | 863 | 720 | 729 | ... | 83 | 152 | 589 | 620 | 90.1 | 63.1 | 83.0 |
| “ other Districts,..... | ..... | 2,430 | 1,429 | 1,247 | 1,172 | 14 | 557 | 454 | 1,013 | 996 | 58.8 | 41.3 | 83.0 |
| “ complete,..... | 23,048 | 5,189 | 3,721 | 3,197 | 3,090 | 39 | 834 | 772 | 2,619 | 2,617 | 71.7 | 50.5 | 83.2 |
| Bozrah,..... | 1,005 | 238 | 213 | 187 | 169 | 1 | 2 | 4 | 135 | 115 | 89.4 | 52.5 | 70.2 |
| Colchester,..... | 2,988 | 642 | 604 | 527 | 516 | 18 | 28 | 6 | 388 | 397 | 94.0 | 61.1 | 75.2 |
| East Lyme,..... | 2,048 | 396 | 376 | 346 | 318 | 3 | ... | 31 | 265 | 226 | 94.9 | 61.9 | 73.9 |
| Franklin,..... | 585 | 95 | 98 | 92 | 75 | ... | ... | 5 | 73 | 60 | 103.1 | 70.0 | 79.6 |
| Griswold,..... | 3,113 | 711 | 706 | 545 | 509 | 4 | ... | 12 | 395 | 366 | 99.2 | 53.5 | 72.2 |
| Groton,..... | 5,539 | 1,086 | 1,021 | 915 | 847 | 29 | 9 | 112 | 720 | 576 | 94.0 | 59.6 | 73.5 |
| Lebanon,..... | 1,670 | 328 | 339 | 278 | 216 | 2 | ... | 9 | 218 | 173 | 103.3 | 59.6 | 79.1 |
| Ledyard,..... | 1,183 | 274 | 279 | 254 | 223 | 19 | ... | 10 | 186 | 157 | 101.8 | 62.5 | 71.9 |
| Lisbon,..... | 548 | 105 | 104 | 88 | 83 | ... | 2 | 8 | 60 | 53 | 99.0 | 53.8 | 66.0 |
| Lyme,..... | 977 | 170 | 163 | 131 | 116 | 1 | ... | 14 | 95 | 79 | 95.8 | 51.1 | 70.4 |
| Montville,..... | 2,344 | 575 | 567 | 459 | 427 | 3 | 17 | 36 | 345 | 325 | 98.6 | 58.2 | 75.6 |
| North Stonington,..... | 1,463 | 316 | 331 | 280 | 264 | 6 | 5 | 10 | 230 | 213 | 104.7 | 70.0 | 81.4 |
| Old Lyme,..... | 1,319 | 209 | 174 | 151 | 134 | 6 | 41 | 13 | 107 | 97 | 83.2 | 48.8 | 71.5 |
| Preston,..... | 2,555 | 621 | 686 | 518 | 472 | 10 | ... | 39 | 392 | 383 | 110.4 | 62.3 | 78.2 |
| Salem,..... | 481 | 90 | 96 | 80 | 66 | 1 | ... | 12 | 55 | 49 | 106.6 | 57.7 | 71.2 |
| Sprague,..... | 1,106 | 377 | 291 | 244 | 205 | ... | 90 | 18 | 177 | 146 | 77.2 | 42.8 | 71.9 |
| Stonington,..... | 7,184 | 1,509 | 1,230 | 1,123 | 1,041 | 39 | 65 | 167 | 868 | 789 | 81.5 | 54.8 | 76.5 |
| Voluntown,..... | 1,060 | 265 | 268 | 224 | 196 | 4 | 1 | 15 | 161 | 118 | 101.1 | 52.6 | 66.4 |
| Waterford,..... | 2,661 | 638 | 550 | 476 | 422 | 3 | 34 | 70 | 338 | 283 | 86.2 | 48.6 | 69.1 |
| 21 Towns. | 76,634 | 16,699 | 14,005 | 12,118 | 11,284 | 215 | 1,551 | 1,596 | 9,391 | 8,756 | 83.8 | 54.3 | 77.5 |

FAIRFIELD COUNTY.

| TOWNS. | Population.
1890. | Enumerated
October,
1893. | Registered. | | | | In Private
Schools. | In no School. | Between 8 and 14
In no School. | Average Attendance. | | Per cent. some
attended, some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|---------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| Bridgeport,..... | 48,866 | 13,131 | 8,694 | 7,339 | 6,840 | 393 | 629 | 3,808 | 621 | 7,123 | 6,716 | 66.2 | 52.6 | 97.6 |
| Danbury,..... | 19,473 | 4,377 | 3,064 | 2,683 | 2,625 | 59 | 947 | 949 | 70 | 2,315 | 2,202 | 70.0 | 52.6 | 86.7 |
| Bethel,..... | 3,491 | 771 | 678 | 641 | 612 | 14 | ... | 83 | 12 | 543 | 507 | 87.9 | 68.0 | 83.7 |
| Brookfield,..... | 989 | 200 | 213 | 180 | 181 | ... | 15 | ... | ... | 130 | 114 | 106.5 | 58.5 | 64.8 |
| Darien,..... | 2,276 | 366 | 298 | 258 | 252 | ... | 17 | 48 | 4 | 192 | 165 | 81.4 | 48.7 | 70.0 |
| Easton,..... | 1,601 | 441 | 157 | 129 | 123 | ... | 22 | ... | ... | 74 | 85 | 111.3 | 56.3 | 63.0 |
| Fairfield,..... | 3,868 | 828 | 766 | 644 | 593 | 15 | 80 | 32 | 8 | 457 | 393 | 92.5 | 51.3 | 68.7 |
| Greenwich,..... | 10,131 | 2,160 | 1,495 | 1,286 | 1,167 | 20 | 434 | 341 | 5 | 903 | 838 | 69.2 | 40.3 | 70.9 |
| Huntington,..... | 4,006 | 1,003 | 897 | 788 | 771 | 31 | 60 | 55 | 1 | 602 | 584 | 89.4 | 59.1 | 76.0 |
| Monroe,..... | 994 | 182 | 178 | 160 | 159 | 8 | ... | 14 | 6 | 103 | 109 | 97.8 | 58.2 | 66.4 |
| New Canaan,..... | 2,701 | 563 | 499 | 453 | 460 | 8 | 56 | 49 | 13 | 329 | 290 | 88.6 | 54.9 | 67.7 |
| New Fairfield,..... | 670 | 148 | 161 | 139 | 129 | 1 | ... | ... | ... | 76 | 69 | 108.7 | 48.9 | 54.1 |
| Newtown,..... | 3,539 | 721 | 591 | 503 | 515 | 11 | 80 | 55 | 8 | 413 | 385 | 81.9 | 55.3 | 74.0 |
| Norwalk,..... | 17,747 | 3,904 | 3,069 | 2,626 | 2,565 | 66 | 669 | 432 | 26 | 2,163 | 2,147 | 77.4 | 54.3 | 83.0 |
| Redding,..... | 1,546 | 300 | 218 | 187 | 195 | ... | 8 | 11 | 2 | 105 | 111 | 72.6 | 36.0 | 56.5 |
| Ridgefield,..... | 2,235 | 429 | 458 | 389 | 378 | 14 | 5 | 12 | 14 | 274 | 244 | 106.7 | 60.3 | 67.5 |
| Sherman,..... | 668 | 131 | 138 | 114 | 102 | 2 | ... | 9 | 5 | 80 | 66 | 105.3 | 55.7 | 67.5 |
| Stamford,..... | 15,700 | 3,776 | 2,895 | 2,528 | 2,411 | 91 | 601 | 876 | 65 | 2,030 | 1,738 | 76.6 | 40.8 | 76.2 |
| Stratford,..... | 2,608 | 572 | 449 | 401 | 359 | 15 | 44 | 92 | 7 | 287 | 249 | 78.4 | 46.8 | 70.5 |
| Trumbull,..... | 1,453 | 284 | 251 | 228 | 232 | 6 | 3 | 35 | 14 | 172 | 151 | 83.3 | 56.8 | 70.2 |
| Weston,..... | 772 | 160 | 131 | 121 | 118 | 1 | 90 | 14 | 2 | 81 | 70 | 81.8 | 47.1 | 63.1 |
| Westport,..... | 3,715 | 863 | 597 | 527 | 450 | 14 | 39 | 39 | 12 | 376 | 287 | 74.3 | 41.2 | 67.8 |
| Wilton,..... | 1,722 | 357 | 323 | 294 | 289 | 10 | 14 | 22 | 6 | 185 | 152 | 90.4 | 47.1 | 57.8 |
| 23 Towns. | 150,081 | 35,367 | 26,220 | 22,678 | 21,526 | 779 | 3,783 | 6,076 | 901 | 19,003 | 17,762 | 74.1 | 51.9 | 83.1 |

WINDHAM COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1892. | Registered. | | | | In Private
Schools. | In no School. | Between 8 and
14 | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|---------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| Brooklyn,..... | 2,628 | 588 | 302 | 245 | 223 | 7 | 180 | 119 | 6 | 108 | 192 | 51.3 | 33.1 | 83.3 |
| Ashford,..... | 778 | 125 | 147 | 114 | 109 | 8 | 1 | 2 | 1 | 83 | 79 | 117.6 | 64.8 | 72.6 |
| Canterbury,..... | 947 | 172 | 184 | 170 | 135 | .. | ... | ... | ... | 144 | 99 | 106.9 | 70.6 | 79.6 |
| Chaplin,..... | 542 | 119 | 119 | 93 | 81 | 7 | ... | 15 | ... | 68 | 66 | 100.0 | 56.3 | 77.0 |
| Eastford,..... | 561 | 136 | 149 | 128 | 113 | 3 | 1 | 12 | 1 | 102 | 84 | 109.5 | 68.3 | 77.1 |
| Hampton,..... | 632 | 134 | 151 | 124 | 85 | 15 | ... | ... | ... | 94 | 61 | 112.6 | 57.8 | 74.1 |
| Killingly,..... | 7,027 | 1,551 | 1,284 | 1,096 | 1,021 | 62 | 125 | 151 | 24 | 864 | 800 | 82.7 | 53.6 | 78.6 |
| Plainfield,..... | 4,582 | 1,100 | 921 | 691 | 658 | 29 | ... | 178 | 24 | 573 | 541 | 83.7 | 50.6 | 82.5 |
| Pomfret, .. | 1,471 | 272 | 266 | 205 | 190 | 11 | 6 | 21 | 6 | 148 | 122 | 97.7 | 40.6 | 68.3 |
| Putnam,..... | 6,512 | 1,582 | 727 | 631 | 577 | 67 | 588 | 212 | 17 | 507 | 458 | 45.9 | 30.4 | 79.8 |
| Scotland,..... | 506 | 93 | 94 | 85 | 74 | 1 | ... | ... | ... | 69 | 64 | 101.0 | 71.5 | 83.6 |
| Sterling,..... | 1,051 | 286 | 299 | 259 | 235 | 1 | 3 | 3 | 1 | 193 | 171 | 104.5 | 63.0 | 73.6 |
| Thompson,..... | 5,580 | 1,407 | 713 | 573 | 571 | 12 | 15 | 14 | 59 | 475 | 435 | 50.6 | 32.3 | 79.5 |
| Windham,... | 10,032 | 1,933 | 1,299 | 1,132 | 1,094 | 72 | 778 | 220 | 14 | 903 | 879 | 67.2 | 40.0 | 80.0 |
| Woodstock,..... | 2,309 | 456 | 412 | 346 | 312 | 4 | 23 | 14 | ... | 279 | 225 | 90.3 | 55.2 | 76.5 |
| 15 Towns. | 45,158 | 9,954 | 7,067 | 5,892 | 5,478 | 299 | 1,720 | 961 | 114 | 4,700 | 4,276 | 70.9 | 45.0 | 78.9 |

LITCHFIELD COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1893. | Registered. | | | | In Private
Schools. | In no School. | Between 8 and 14
in no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|---------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| Litchfield, | 3,304 | 625 | 612 | 545 | 528 | 37 | 12 | 83 | 4 | 390 | 404 | 97.9 | 63.5 | 73.9 |
| Barkhamsted, | 1,130 | 218 | 182 | 105 | 145 | 5 | 6 | 32 | 3 | 114 | 106 | 83.4 | 50.4 | 70.9 |
| Bethlehem, | 543 | 86 | 111 | 77 | 73 | 2 | ... | 9 | ... | 60 | 52 | 129.0 | 55.1 | 74.6 |
| Bridgewater, | 617 | 134 | 116 | 94 | 82 | 2 | 2 | 26 | ... | 71 | 66 | 86.5 | 51.1 | 77.8 |
| Canaan, | 970 | 184 | 182 | 140 | 123 | ... | ... | 12 | ... | 95 | 90 | 98.8 | 50.2 | 70.3 |
| Colebrook, | 1,098 | 230 | 228 | 192 | 189 | 1 | ... | 1 | ... | 126 | 136 | 99.1 | 56.9 | 68.7 |
| Cornwall, | 1,283 | 288 | 260 | 226 | 207 | ... | 7 | 26 | 3 | 184 | 164 | 90.2 | 60.4 | 80.3 |
| Goshen, | 972 | 164 | 162 | 129 | 120 | 3 | 4 | 12 | 12 | 93 | 88 | 98.7 | 55.1 | 72.6 |
| Harwinton, | 943 | 232 | 200 | 165 | 147 | 1 | ... | 20 | 2 | 128 | 106 | 86.2 | 50.4 | 75.0 |
| Kent, | 1,383 | 266 | 294 | 248 | 205 | 7 | 19 | 8 | 6 | 177 | 142 | 110.5 | 59.9 | 70.4 |
| Morris, | 584 | 126 | 120 | 114 | 92 | 3 | 4 | ... | ... | 92 | 77 | 100.0 | 67.0 | 82.0 |
| New Hartford, | 3,160 | 825 | 419 | 354 | 340 | 4 | 263 | 143 | 23 | 269 | 257 | 50.7 | 31.8 | 75.7 |
| New Milford, | 3,917 | 754 | 778 | 632 | 550 | 8 | 37 | 46 | 4 | 470 | 414 | 103.1 | 58.6 | 74.7 |
| Norfolk, | 1,546 | 312 | 303 | 245 | 223 | 2 | 22 | 19 | 1 | 180 | 170 | 97.1 | 56.0 | 74.7 |
| North Canaan, | 1,683 | 353 | 377 | 287 | 254 | 4 | 4 | 13 | 3 | 213 | 218 | 106.7 | 61.0 | 79.6 |
| Plymouth, | 2,147 | 449 | 456 | 393 | 285 | 12 | 2 | 16 | 6 | 320 | 313 | 101.5 | 70.4 | 79.3 |
| Roxbury, | 936 | 205 | 205 | 167 | 153 | 6 | 14 | 18 | 2 | 133 | 83 | 100.0 | 47.8 | 61.2 |
| Salisbury, | 3,420 | 808 | 678 | 549 | 511 | 29 | 80 | 103 | 1 | 384 | 372 | 83.9 | 46.7 | 71.3 |
| Sharon, | 2,140 | 424 | 420 | 360 | 297 | ... | ... | 55 | 10 | 261 | 201 | 99.0 | 54.4 | 70.3 |
| Thomaston, | 3,278 | 745 | 682 | 610 | 601 | 18 | 12 | 69 | 1 | 525 | 512 | 91.5 | 69.5 | 85.2 |
| Torrington, | 6,048 | 1,616 | 1,065 | 949 | 918 | 63 | 463 | 304 | 14 | 752 | 704 | 65.9 | 45.0 | 77.9 |
| Warren, | 477 | 103 | 90 | 87 | 65 | 3 | 1 | ... | ... | 52 | 42 | 87.3 | 45.6 | 61.8 |
| Washington, | 1,633 | 361 | 337 | 292 | 267 | 11 | 44 | 35 | 2 | 201 | 185 | 93.3 | 53.4 | 69.0 |
| Watertown, | 2,323 | 496 | 451 | 392 | 377 | 18 | 19 | 52 | 3 | 304 | 279 | 90.9 | 58.7 | 75.8 |
| Winchester, | 6,183 | 1,395 | 1,014 | 905 | 822 | 64 | 238 | 202 | 8 | 659 | 672 | 72.6 | 47.7 | 76.9 |
| Woodbury, | 1,815 | 368 | 321 | 268 | 232 | 9 | 46 | 40 | 2 | 186 | 164 | 87.2 | 47.5 | 70.0 |
| 26 Towns. | 53,542 | 11,767 | 10,069 | 8,591 | 7,926 | 312 | 1,299 | 1,344 | 112 | 6,419 | 6,017 | 85.5 | 52.8 | 75.2 |

MIDDLESEX COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1893. | Registered. | | | In Private
Schools. | In no School. | Between 8 and 14
in no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|---|----------------------|---------------------------------|------------------------|---------|---------|------------------------|---------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | Winter. | Summer. | | | |
| Middletown, ..... | ..... | 1,053 | 843 | 737 | 706 | ..... | 49 | 9 | 391 | 370 | 80.0 | 36.1 | 52.7 |
| " City, ..... | ..... | 1,717 | 1,182 | 1,069 | 1,058 | 160 | 283 | 17 | 960 | 951 | 68.8 | 55.6 | 89.8 |
| " Indust'l School,
" complete, | | 108 | 306 | 264 | 276 | 121 | | | 203 | 192 | | | |
| Haddam, | 15,205 | 2,878 | 2,331 | 2,070 | 2,040 | 281 | 475 | 26 | 1,554 | 1,513 | 80.9 | 53.2 | 74.6 |
| Chatham, | 2,095 | 431 | 377 | 325 | 315 | 7 | 32 | 7 | 229 | 220 | 87.4 | 52.0 | 70.1 |
| Chester, | 1,949 | 377 | 342 | 311 | 284 | 10 | 9 | ..... | 240 | 228 | 90.7 | 62.0 | 78.6 |
| Clinton, | 1,301 | 295 | 281 | 247 | 232 | 13 | ..... | 4 | 196 | 207 | 95.2 | 68.3 | 84.1 |
| Cromwell, | 1,384 | 238 | 26 | 24 | 23 | ..... | 193 | 19 | 17 | 17 | 10.9 | 7.1 | 72.3 |
| Durham, | 1,987 | 502 | 519 | 400 | 378 | 2 | ..... | 8 | 299 | 261 | 103.3 | 55.7 | 71.9 |
| East Haddam, | 856 | 155 | 174 | 131 | 147 | 11 | ..... | ..... | 99 | 90 | 112.2 | 60.9 | 67.9 |
| Essex, | 2,599 | 456 | 402 | 387 | 357 | 1 | ..... | ..... | 314 | 265 | 88.1 | 63.4 | 77.8 |
| Killingworth, | 2,035 | 372 | 331 | 289 | 279 | ..... | 17 | 24 | 232 | 223 | 88.9 | 61.1 | 80.1 |
| Middlefield, | 582 | 106 | 101 | 91 | 84 | 3 | ..... | ..... | 65 | 60 | 95.2 | 58.9 | 71.4 |
| Old Saybrook, | 1,002 | 190 | 167 | 152 | 137 | ..... | 5 | ..... | 112 | 104 | 87.8 | 56.8 | 74.7 |
| Portland, | 1,484 | 270 | 254 | 224 | 198 | 10 | 36 | ..... | 180 | 151 | 94.0 | 61.2 | 78.4 |
| Saybrook, | 4,687 | 1,028 | 697 | 591 | 589 | 14 | 235 | 5 | 506 | 504 | 93.9 | 76.0 | 85.5 |
| Westbrook, | 1,484 | 265 | 249 | 226 | 226 | 8 | ..... | ..... | 201 | 202 | 93.9 | 76.0 | 89.1 |
| Westbrook, | 874 | 153 | 129 | 124 | 105 | 1 | 7 | 1 | 86 | 78 | 84.3 | 53.5 | 71.6 |
| 15 Towns. | 39,524 | 7,716 | 6,380 | 5,592 | 5,394 | 361 | 983 | 53 | 4,330 | 4,123 | 82.6 | 54.7 | 76.9 |

SCHOLARS.

TOLLAND COUNTY.

| TOWNS. | Population,
1890. | Enumerated
October,
1893. | Registered. | | | | In Private
Schools. | In no School. | Between 8 and 14
In no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per cent. of attend-
ance on basis of
enumeration. | Per cent. of attend-
ance on basis of
registration. |
|-------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| Tolland, | 1,037 | 225 | 209 | 191 | 172 | 2 | 11 | 6 | 1 | 134 | 112 | 92.8 | 54.6 | 67.7 |
| Andover, | 401 | 60 | 41 | 30 | 29 | 3 | 4 | 13 | .... | 24 | 24 | 68.3 | 40.0 | 81.0 |
| Bolton, | 452 | 91 | 86 | 72 | 65 | 3 | .... | 9 | .... | 51 | 44 | 94.5 | 52.1 | 69.3 |
| Columbia, | 740 | 146 | 157 | 133 | 130 | 3 | .... | 9 | .... | 104 | 103 | 107.5 | 70.8 | 78.7 |
| Coventry, | 1,875 | 300 | 306 | 312 | 273 | 13 | 3 | 9 | 1 | 246 | 223 | 101.6 | 65.1 | 80.1 |
| Ellington, | 1,539 | 325 | 304 | 241 | 232 | 6 | 34 | 15 | 3 | 190 | 185 | 93.5 | 57.6 | 79.2 |
| Hebron, | 1,039 | 200 | 213 | 175 | 166 | .... | 6 | 17 | 1 | 132 | 119 | 106.5 | 62.7 | 73.6 |
| Mansfield, | 1,911 | 382 | 344 | 296 | 261 | 2 | 1 | 18 | .... | 233 | 201 | 90.0 | 56.8 | 77.9 |
| Somers, | 1,407 | 310 | 355 | 304 | 279 | 18 | .... | 6 | .... | 228 | 187 | 114.5 | 66.9 | 71.1 |
| Stafford, | 4,535 | 1,004 | 715 | 621 | 599 | 23 | 250 | 63 | .... | 519 | 496 | 71.2 | 50.5 | 83.1 |
| Union, | 431 | 80 | 74 | 59 | 55 | .... | 2 | .... | .... | 49 | 41 | 92.5 | 56.2 | 78.9 |
| Vernon, | 8,808 | 2,034 | 1,561 | 1,347 | 1,274 | 89 | 596 | 374 | 66 | 1,126 | 1,101 | 76.7 | 54.7 | 84.9 |
| Willington, | 906 | 204 | 206 | 104 | 163 | 5 | .... | 26 | 4 | 127 | 126 | 100.9 | 62.0 | 77.3 |
| 13 Towns. | 25,081 | 5,421 | 4,631 | 3,945 | 3,698 | 167 | 997 | 565 | 76 | 3,163 | 2,962 | 85.4 | 56.4 | 80.1 |

SUMMARY BY COUNTIES.

| COUNTIES. | Population,
1890. | Enumerated
October,
1893. | Registered. | | | | In Private
Schools. | In no School. | Between 8 and 14
in no School. | Average Attendance. | | Per cent. who
attended some
part of the year. | Per ct. of attend-
ance on basis of
enumeration. | Per ct. of attend-
ance on basis of
registration. |
|-------------------|----------------------|---------------------------------|------------------------|---------|---------|-------------|------------------------|---------------|-----------------------------------|---------------------|---------|---|--|---|
| | | | Different
Scholars. | Winter. | Summer. | Over
16. | | | | Winter. | Summer. | | | |
| Hartford,..... | 147,180 | 32,159 | 27,194 | 23,309 | 21,815 | 990 | 5,853 | 3,454 | 317 | 18,848 | 18,105 | 84.5 | 57.4 | 81.8 |
| New Haven, | 209,058 | 50,374 | 40,483 | 33,991 | 33,051 | 1,312 | 5,364 | 7,931 | 581 | 27,753 | 27,365 | 80.3 | 54.7 | 82.2 |
| New London, | 76,634 | 16,699 | 14,005 | 12,118 | 11,284 | 215 | 1,551 | 1,596 | 138 | 9,391 | 8,756 | 83.8 | 54.3 | 77.5 |
| Fairfield, | 150,081 | 35,367 | 26,220 | 22,678 | 21,526 | 779 | 3,783 | 6,976 | 901 | 19,003 | 17,762 | 74.1 | 51.9 | 83.1 |
| Windham, | 45,158 | 9,954 | 7,067 | 5,892 | 5,478 | 299 | 1,720 | 961 | 114 | 4,700 | 4,276 | 70.9 | 45.0 | 78.9 |
| Litchfield, | 53,542 | 11,767 | 10,069 | 8,591 | 7,926 | 312 | 1,299 | 1,344 | 112 | 6,419 | 6,017 | 85.5 | 52.8 | 75.2 |
| Middlesex, | 39,524 | 7,716 | 6,380 | 5,592 | 5,394 | 361 | 983 | 778 | 53 | 4,330 | 4,123 | 82.6 | 54.7 | 76.9 |
| Tolland, | 25,081 | 5,421 | 4,631 | 3,945 | 3,698 | 167 | 907 | 565 | 76 | 3,163 | 2,962 | 85.4 | 56.4 | 80.1 |
| The State. | 746,258 | 169,457 | 136,049 | 116,116 | 110,172 | 4,435 | 21,460 | 23,605 | 2,292 | 93,607 | 89,366 | 80.2 | 53.9 | 80.8 |

HARTFORD COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|---------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | | | | | | | | | | | | | | |
| Hartford,..... | 34 | 34 | 194 | 194 | \$131 59 | \$59 47 | ..... | ..... | ..... | ..... | 228 | 1 | 96 | .. |
| Avon,..... | .. | .. | 7 | 7 | ..... | 28 41 | ..... | ..... | ..... | ..... | 7 | 1 | 1 | .. |
| Berlin,..... | .. | .. | 13 | 13 | ..... | 36 42 | ..... | ..... | ..... | ..... | 12 | 4 | 9 | .. |
| Bloomfield,..... | 2 | 1 | 6 | 7 | 41 33 | 29 61 | ..... | ..... | ..... | ..... | 6 | 3 | 4 | .. |
| Bristol,..... | 5 | 5 | 40 | 40 | 118 00 | 48 12 | ..... | ..... | ..... | ..... | 45 | 7 | 33 | .. |
| Burlington,..... | 1 | 1 | 8 | 8 | 24 00 | 27 00 | ..... | ..... | ..... | ..... | 9 | 3 | 5 | .. |
| Canton,..... | 1 | 1 | 15 | 15 | 168 42 | 38 09 | ..... | ..... | ..... | ..... | 14 | 3 | 5 | .. |
| East Granby,..... | .. | .. | 6 | 6 | ..... | 26 26 | ..... | ..... | ..... | ..... | 5 | 2 | 2 | 1 |
| East Hartford,..... | 3 | 3 | 21 | 21 | 66 46 | 35 38 | ..... | ..... | ..... | ..... | 24 | 2 | 7 | .. |
| East Windsor,..... | 3 | 2 | 14 | 15 | 70 00 | 32 75 | ..... | ..... | ..... | ..... | 15 | 4 | 4 | .. |
| Enfield,..... | 2 | 2 | 25 | 25 | 133 00 | 40 00 | ..... | ..... | ..... | ..... | 27 | 2 | 11 | .. |
| Farmington,..... | 2 | 2 | 15 | 15 | 114 44 | 40 00 | ..... | ..... | ..... | ..... | 13 | 1 | 5 | .. |
| Glastonbury,..... | .. | .. | 21 | 21 | ..... | 29 88 | ..... | ..... | ..... | ..... | 21 | .. | .. | .. |
| Granby,..... | .. | .. | 11 | 11 | ..... | 25 54 | ..... | 2 | ..... | ..... | 10 | 1 | 1 | .. |
| Hartland,..... | 2 | 1 | 6 | 7 | 20 00 | 20 30 | 2 | 7 | ..... | ..... | 6 | 4 | .. | .. |
| Manchester,..... | 3 | 3 | 31 | 33 | 154 42 | 50 12 | ..... | ..... | ..... | ..... | 38 | 4 | 20 | .. |
| Marlborough,..... | 2 | .. | 2 | 4 | 25 16 | 23 23 | ..... | 1 | ..... | ..... | 3 | 1 | .. | .. |
| New Britain,..... | 4 | 4 | 63 | 63 | 148 00 | 44 00 | ..... | ..... | ..... | ..... | 67 | .. | 46 | .. |
| Newington,..... | 1 | 1 | 3 | 3 | 36 00 | 35 55 | ..... | ..... | ..... | ..... | 4 | 1 | 1 | .. |
| Plainville,..... | 1 | 1 | 3 | 7 | 115 76 | 40 00 | ..... | ..... | ..... | ..... | 8 | .. | 2 | .. |
| Rocky Hill,..... | 1 | .. | 4 | 5 | 22 00 | 29 50 | ..... | ..... | ..... | ..... | 4 | 1 | 3 | .. |
| Simsbury,..... | 1 | 1 | 12 | 12 | 48 00 | 29 69 | ..... | ..... | ..... | ..... | 5 | .. | .. | .. |
| Southington,..... | 5 | 5 | 24 | 24 | 102 88 | 41 90 | ..... | ..... | ..... | ..... | 18 | 9 | .. | .. |
| South Windsor,..... | 1 | 2 | 11 | 10 | 58 66 | 36 47 | ..... | 1 | ..... | ..... | 11 | 1 | 2 | .. |
| Suffield,..... | 2 | 1 | 16 | 17 | 43 33 | 35 14 | ..... | ..... | ..... | ..... | 18 | .. | .. | .. |
| West Hartford,..... | 1 | 1 | 12 | 12 | 133 33 | 40 00 | ..... | ..... | ..... | ..... | 13 | 3 | 10 | .. |
| Wethersfield,..... | 1 | 1 | 7 | 7 | 100 00 | 32 49 | ..... | ..... | ..... | ..... | 7 | .. | 6 | .. |
| Windsor,..... | 4 | 4 | 11 | 11 | 69 75 | 38 54 | ..... | ..... | ..... | ..... | 14 | 4 | 4 | .. |
| Windsor Locks,..... | 1 | 1 | 5 | 5 | 105 28 | 42 00 | ..... | ..... | ..... | ..... | 6 | .. | 3 | .. |
| 29 Towns. | 83 | 77 | 610 | 618 | \$109 92 | \$45 23 | 2 | 11 | 3 | 9 | 658 | 59 | 271 | 2 |

TEACHERS.

101

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|----------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| New Haven City..... | 21 | 21 | 336 | 336 | \$198 00 | \$54 00 | .. | .. | .. | .. | 356 | 10 | 192 | .. |
| " Westville,..... | 1 | 1 | 7 | 7 | 120 00 | 48 43 | .. | .. | .. | .. | 8 | .. | 1 | .. |
| " South,..... | .. | .. | 1 | 1 | ..... | 40 00 | .. | .. | .. | .. | 1 | .. | .. | .. |
| " complete,..... | 22 | 22 | 344 | 344 | \$194 45 | \$53 84 | .. | .. | .. | .. | 368 | 10 | 193 | .. |
| Ansonia,..... | 3 | 3 | 41 | 41 | 143 33 | 40 71 | .. | .. | .. | .. | 44 | 3 | 11 | .. |
| Beacon Falls,..... | .. | .. | 3 | 3 | ..... | 30 66 | .. | .. | 1 | 1 | .. | 2 | 1 | .. |
| Bethany,..... | .. | .. | 4 | 4 | ..... | 30 33 | .. | .. | .. | .. | 4 | 2 | .. | .. |
| Branford,..... | 1 | 1 | 17 | 18 | 126 30 | 36 78 | .. | .. | .. | .. | 19 | 9 | 4 | .. |
| Cheshire,..... | .. | .. | 12 | 12 | ..... | 31 66 | .. | .. | .. | .. | 12 | 4 | 1 | .. |
| Derby,..... | 3 | 2 | 23 | 23 | 68 33 | 46 33 | .. | .. | .. | .. | 24 | 2 | 6 | 1 |
| East Haven,..... | .. | .. | 3 | 3 | ..... | 35 33 | .. | .. | .. | .. | 3 | .. | .. | .. |
| Guilford,..... | 2 | 2 | 15 | 14 | 72 64 | 33 79 | .. | 1 | 3 | 3 | 14 | 7 | 2 | .. |
| Hamden,..... | 2 | 2 | 14 | 14 | 34 00 | 37 42 | .. | .. | .. | .. | 16 | .. | 1 | .. |
| Madison,..... | 1 | 2 | 10 | 9 | 32 27 | 32 27 | .. | .. | 1 | 1 | 9 | 2 | 4 | .. |
| Merriden, .. | 10 | 10 | 84 | 85 | 136 30 | 47 93 | .. | .. | .. | .. | 89 | 5 | 30 | .. |
| Middlebury,..... | .. | .. | 4 | 4 | ..... | 30 00 | .. | .. | .. | .. | 3 | 1 | 1 | 1 |
| Milford,..... | 1 | 1 | 13 | 13 | 126 00 | 34 23 | .. | .. | 1 | 1 | 13 | 1 | 2 | .. |
| Naugatuck,..... | 2 | 2 | 30 | 28 | 112 50 | 46 41 | .. | .. | .. | .. | 24 | 1 | 9 | .. |
| North Branford,..... | .. | .. | 7 | 7 | ..... | 31 42 | .. | .. | .. | .. | 7 | 1 | .. | .. |
| North Haven,..... | .. | .. | 10 | 10 | ..... | 35 69 | .. | .. | .. | .. | 10 | 1 | 3 | .. |
| Orange,..... | 1 | 1 | 25 | 25 | 177 77 | 38 40 | .. | .. | .. | .. | 25 | 2 | 16 | .. |
| Oxford,..... | .. | .. | 10 | 10 | ..... | 24 00 | .. | .. | 10 | 10 | 5 | 2 | 2 | .. |
| Prospect,..... | .. | .. | 4 | 4 | ..... | 28 00 | .. | .. | .. | .. | 4 | 2 | 1 | .. |
| Seymour,..... | 1 | 1 | 14 | 14 | 150 00 | 39 64 | .. | .. | .. | .. | 14 | .. | 8 | .. |
| Southbury,..... | 1 | 1 | 7 | 8 | 28 00 | 25 66 | .. | .. | 3 | 3 | 4 | 1 | 11 | .. |
| Wallingford,..... | 3 | 3 | 32 | 32 | 93 33 | 41 39 | .. | .. | .. | .. | 33 | 1 | 8 | .. |
| Waterbury,..... | .. | .. | 17 | 19 | ..... | 40 00 | .. | .. | .. | .. | 18 | 5 | 8 | .. |
| " Centre,..... | 8 | 8 | 107 | 108 | 135 00 | 58 06 | .. | .. | .. | .. | 103 | 5 | 27 | .. |
| " complete,..... | 8 | 8 | 124 | 127 | \$135 00 | \$55 46 | .. | .. | .. | .. | 121 | 10 | 35 | .. |
| Wolcott,..... | .. | .. | 6 | 6 | ..... | 24 00 | .. | .. | 6 | 6 | 2 | 4 | .. | .. |
| Woodbridge,..... | 1 | 1 | 5 | 5 | 36 00 | 36 00 | .. | .. | .. | .. | 5 | .. | .. | 1 |
| 26 Towns. | 62 | 61 | 861 | 863 | \$141 69 | \$47 99 | .. | 1 | .. | 25 | 872 | 72 | 341 | 3 |

NEW LONDON COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|-------------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| New London,..... | 2 | 2 | 49 | 49 | \$102 50 | \$42 40 | .. | .. | .. | .. | 48 | 3 | 7 | .. |
| Norwich Town,..... | 1 | 1 | 4 | 4 | 80 00 | 36 25 | .. | .. | .. | .. | 5 | .. | 2 | .. |
| " Central,..... | 2 | 2 | 31 | 31 | 130 00 | 50 00 | .. | .. | .. | .. | 33 | 1 | 9 | .. |
| " West Chelsea,..... | 1 | 1 | 20 | 20 | 100 00 | 33 20 | .. | .. | .. | .. | 20 | .. | 5 | .. |
| " other Districts,..... | 3 | 3 | 32 | 32 | 101 66 | 38 12 | .. | .. | .. | .. | 30 | 5 | 18 | .. |
| " complete,..... | 7 | 7 | 87 | 87 | 106 42 | 41 13 | .. | .. | .. | .. | 88 | 6 | 34 | .. |
| Bozrah,..... | 1 | 1 | 6 | 6 | 30 00 | 27 50 | .. | .. | .. | 1 | 7 | 3 | 6 | 1 |
| Colchester,..... | 2 | 1 | 16 | 17 | 35 37 | 33 37 | .. | 1 | .. | 5 | 17 | 2 | 1 | .. |
| East Lyme,..... | 4 | 2 | 7 | 9 | 43 94 | 30 48 | .. | .. | 1 | 2 | 9 | 2 | 1 | .. |
| Franklin,..... | 1 | .. | 6 | 7 | 30 00 | 27 06 | .. | .. | .. | 2 | 4 | .. | .. | .. |
| Griswold,..... | 2 | 2 | 17 | 17 | 78 05 | 29 93 | .. | 1 | 4 | 8 | 16 | 2 | 4 | .. |
| Groton,..... | 5 | 4 | 19 | 19 | 63 11 | 37 09 | .. | 1 | 1 | 1 | 21 | 8 | 11 | .. |
| Lebanon,..... | 1 | 1 | 12 | 13 | 32 85 | 28 74 | .. | .. | .. | 2 | 10 | 4 | 4 | .. |
| Ledyard,..... | 6 | .. | 6 | 12 | 24 50 | 18 89 | .. | 9 | .. | 2 | 4 | 4 | 4 | 1 |
| Lisbon,..... | 1 | 1 | 5 | 5 | 20 00 | 20 00 | 1 | 5 | 5 | 2 | 5 | 4 | .. | .. |
| Lyme,..... | 3 | 2 | 4 | 5 | 19 53 | 18 15 | 1 | 5 | 1 | .. | 4 | 4 | .. | .. |
| Montville,..... | 3 | 3 | 13 | 13 | 51 66 | 28 52 | 1 | 1 | 1 | 6 | 4 | 2 | .. | .. |
| North Stonington,..... | 3 | 1 | 11 | 12 | 28 75 | 27 24 | 1 | .. | 1 | 10 | 13 | .. | .. | .. |
| Old Lyme,..... | 1 | .. | 7 | 8 | 25 00 | 25 81 | .. | 3 | 1 | 1 | 4 | 2 | 3 | 1 |
| Preston,..... | 6 | 3 | 11 | 13 | 43 33 | 24 75 | .. | 3 | 2 | 4 | 17 | 2 | 1 | .. |
| Salem,..... | 1 | 1 | 5 | 4 | 22 50 | 20 50 | 1 | 6 | 1 | 1 | 3 | 2 | 1 | .. |
| Sprague,..... | .. | .. | 7 | 7 | .. | 41 14 | .. | .. | 1 | .. | 7 | 3 | 2 | 1 |
| Stonington,..... | 4 | 4 | 28 | 29 | 93 75 | 36 30 | .. | .. | .. | .. | 30 | 9 | 9 | 1 |
| Voluntown,..... | 2 | 4 | 6 | 4 | 38 03 | 26 45 | .. | 1 | 1 | 1 | 4 | 4 | 2 | 1 |
| Waterford,..... | 6 | 6 | 8 | 8 | 34 72 | 31 09 | .. | .. | .. | 2 | 12 | 2 | .. | .. |
| 21 Towns. | 63 | 43 | 330 | 344 | \$55 27 | \$34 68 | 4 | 35 | 18 | 49 | 332 | 64 | 89 | 5 |

FAIRFIELD COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|---------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Bridgeport,..... | 4 | 4 | 164 | 164 | \$150 00 | \$49 39 | .. | .. | .. | .. | 166 | 12 | 38 | .. |
| Danbury,..... | 5 | 5 | 59 | 59 | 117 60 | 41 65 | .. | .. | .. | .. | 9 | 9 | 3 | .. |
| Bethel,..... | 1 | 1 | 16 | 16 | 95 00 | 39 25 | .. | .. | .. | .. | 15 | 2 | 1 | .. |
| Brookfield,..... | .. | .. | 8 | 8 | ..... | 31 00 | .. | .. | 1 | 1 | .. | .. | .. | .. |
| Darien,..... | 3 | 3 | 4 | 4 | 60 00 | 50 00 | .. | .. | .. | .. | 3 | .. | .. | .. |
| Easton,..... | 2 | 2 | 6 | 7 | 22 00 | 22 07 | .. | .. | .. | .. | 3 | .. | .. | .. |
| Fairfield,..... | 7 | 7 | 13 | 12 | 59 28 | 38 68 | 2 | .. | 8 | .. | 5 | 2 | .. | .. |
| Greenwich,..... | 4 | 3 | 28 | 29 | 63 57 | 40 35 | .. | .. | .. | .. | 19 | 3 | 2 | .. |
| Huntington,..... | 3 | 3 | 19 | 19 | 62 33 | 37 02 | .. | .. | .. | .. | 32 | 2 | 19 | .. |
| Monroe,..... | .. | .. | 7 | 7 | ..... | 30 00 | .. | .. | .. | .. | 21 | 1 | 4 | .. |
| New Canaan,..... | 1 | 1 | 15 | 15 | 90 00 | 32 30 | .. | .. | .. | .. | 7 | .. | .. | 1 |
| New Fairfield,..... | 2 | 1 | 5 | 5 | 90 66 | 29 20 | .. | .. | 4 | 4 | 8 | 3 | 5 | .. |
| Newtown,..... | 3 | 3 | 19 | 19 | 48 00 | 28 02 | .. | .. | 1 | 1 | 9 | 6 | .. | .. |
| Norwalk,..... | 9 | 9 | 54 | 54 | 96 67 | 46 39 | .. | 1 | 7 | 7 | 21 | 6 | 3 | .. |
| Redding,..... | 1 | 1 | 7 | 7 | 26 50 | 25 14 | .. | .. | .. | .. | 62 | 6 | 32 | .. |
| Ridgefield,..... | 2 | .. | 13 | 15 | 31 66 | 34 26 | .. | .. | .. | 5 | 8 | .. | .. | .. |
| Sherman,..... | .. | .. | 6 | 6 | ..... | 25 24 | .. | .. | .. | 1 | 15 | 1 | 10 | .. |
| Stamford,..... | 9 | 8 | 60 | 59 | 114 71 | 48 18 | .. | .. | 3 | 3 | 6 | 2 | .. | .. |
| Stratford,..... | 1 | 1 | 9 | 9 | 120 00 | 40 33 | .. | .. | .. | .. | 69 | .. | 43 | .. |
| Trumbull,..... | 1 | 1 | 6 | 6 | 39 00 | 42 58 | .. | .. | .. | .. | 8 | 1 | 6 | .. |
| Weston,..... | 3 | 4 | 2 | 2 | 27 35 | 25 00 | .. | .. | .. | .. | 7 | .. | .. | .. |
| Westport,..... | 1 | 1 | 12 | 12 | 45 00 | 36 04 | .. | .. | 1 | 1 | 5 | 3 | 1 | .. |
| Wilton,..... | 3 | 3 | 7 | 7 | 33 11 | 28 50 | .. | 1 | .. | .. | 13 | 2 | 2 | .. |
| 23 Towns. | 65 | 61 | 539 | 541 | \$77 99 | \$42 56 | .. | 3 | 3 | 36 | 556 | 56 | 170 | 7 |

WINDHAM COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Brooklyn,..... | 1 | .. | 8 | 11 | \$28 00 | \$39 44 | .. | 1 | .. | 2 | 8 | 4 | 1 | .. |
| Ashford,..... | 2 | .. | 7 | 9 | 23 66 | 19 17 | 1 | 9 | .. | .. | 5 | 1 | 2 | .. |
| Canterbury,..... | 2 | 1 | 8 | 9 | 24 16 | 20 74 | .. | 5 | 2 | 9 | 8 | .. | .. | .. |
| Chaplin,..... | .. | .. | 2 | 2 | ..... | 31 00 | .. | .. | .. | .. | 2 | .. | .. | .. |
| Eastford,..... | 1 | 1 | 5 | 5 | 22 00 | 22 67 | .. | 3 | 1 | 1 | 6 | 1 | .. | .. |
| Hampton,..... | 2 | .. | 5 | 6 | 23 75 | 21 70 | .. | .. | 2 | 5 | 6 | 4 | 3 | .. |
| Killingly,..... | 6 | 2 | 26 | 26 | 68 98 | 38 49 | .. | .. | 1 | 1 | 32 | 5 | 1 | .. |
| Plainfield,..... | 2 | 2 | 18 | 19 | 70 75 | 34 01 | .. | .. | .. | 1 | 6 | 1 | 2 | .. |
| Pomfret,..... | 2 | 2 | 6 | 6 | 43 22 | 31 64 | .. | .. | .. | 1 | 16 | 2 | 4 | .. |
| Putnam,..... | 2 | 2 | 17 | 17 | 120 27 | 40 78 | .. | .. | .. | .. | 6 | 2 | .. | .. |
| Scotland,..... | 1 | .. | 4 | 5 | 25 32 | 25 20 | .. | .. | .. | 2 | 17 | .. | .. | .. |
| Sterling,..... | 2 | 1 | 6 | 7 | 35 00 | 27 46 | .. | .. | .. | 2 | 4 | 2 | 1 | .. |
| Thompson,..... | 3 | 2 | 16 | 17 | 39 40 | 38 41 | .. | .. | 1 | 3 | 3 | 3 | 3 | 1 |
| Windham,..... | 7 | 7 | 46 | 47 | 83 07 | 48 38 | .. | .. | .. | .. | 40 | 11 | 30 | .. |
| Woodstock,..... | 8 | 4 | 8 | 12 | 28 10 | 25 74 | .. | 1 | 1 | 8 | 8 | 7 | .. | .. |
| 15 Towns. | 41 | 28 | 182 | 198 | \$55 53 | \$36 55 | 1 | 20 | 7 | 30 | 180 | 47 | 49 | 1 |

LITCHFIELD COUNTY.

TEACHERS.

105

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|---------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Litchfield, | 4 | 3 | 15 | 16 | \$75 00 | \$35 00 | .. | 3 | 1 | 12 | 17 | 5 | 3 | .. |
| Barkhamsted, | 1 | .. | 9 | 10 | 40 00 | 21 04 | .. | 9 | .. | .. | 9 | 7 | 3 | .. |
| Bethlehem, | 1 | .. | 5 | 6 | 31 84 | 18 09 | .. | 3 | .. | 3 | 9 | 2 | .. | .. |
| Bridgewater, | 2 | 1 | 4 | 5 | 34 22 | 23 77 | .. | 1 | 1 | 3 | 4 | 2 | .. | 1 |
| Canaan, | 1 | 1 | 7 | 7 | 22 79 | 21 05 | .. | 2 | 1 | 5 | 9 | 2 | .. | .. |
| Colebrook, | 3 | 2 | 7 | 8 | 28 65 | 24 83 | .. | .. | 1 | 7 | 6 | 5 | 3 | .. |
| Cornwall, | 1 | .. | 10 | 11 | 24 00 | 24 63 | .. | 5 | 1 | 1 | 15 | 1 | 3 | .. |
| Goshen, | .. | 1 | 8 | 8 | ..... | 22 79 | .. | 3 | .. | 3 | 9 | 2 | .. | .. |
| Harwinton, | 1 | 1 | 8 | 8 | 33 00 | 25 00 | .. | .. | .. | 8 | 5 | 2 | .. | .. |
| Kent, | 3 | 2 | 10 | 10 | 26 30 | 25 43 | .. | 2 | .. | 7 | 7 | .. | .. | .. |
| Morris, | 1 | .. | 5 | 6 | 29 00 | 26 82 | .. | .. | .. | 2 | 4 | 2 | 1 | .. |
| New Hartford, | 2 | 2 | 11 | 12 | 74 44 | 28 08 | .. | 1 | .. | .. | 14 | 2 | 2 | 1 |
| New Milford, | 8 | 1 | 13 | 20 | 57 35 | 31 12 | .. | .. | .. | .. | 21 | 7 | 2 | .. |
| Norfolk, | 1 | 1 | 9 | 10 | 66 67 | 26 73 | .. | .. | .. | 3 | 7 | 3 | 5 | .. |
| North Canaan, | .. | .. | 8 | 8 | ..... | 34 69 | .. | .. | .. | 7 | 8 | 1 | .. | .. |
| Plymouth, | 1 | 1 | 14 | 14 | 100 00 | 38 19 | .. | .. | .. | .. | 13 | 3 | 10 | .. |
| Roxbury, | 2 | .. | 5 | 7 | 26 00 | 25 90 | .. | .. | 1 | 4 | 3 | 3 | .. | .. |
| Salisbury, | 3 | 3 | 14 | 14 | 66 66 | 32 85 | .. | .. | .. | .. | 14 | 3 | 3 | 1 |
| Sharon, | 1 | 1 | 17 | 17 | 90 00 | 24 70 | .. | 9 | .. | 2 | 12 | 4 | 3 | .. |
| Thomaston, | 3 | 3 | 12 | 12 | 67 40 | 42 32 | .. | .. | .. | .. | 14 | .. | 5 | .. |
| Torrington, | 2 | 2 | 27 | 26 | 180 00 | 40 55 | .. | .. | .. | .. | 27 | 1 | 11 | .. |
| Warren, | 1 | .. | 4 | 5 | 21 00 | 20 88 | .. | 4 | 1 | 1 | 4 | 1 | .. | 1 |
| Washington, | 2 | 2 | 10 | 11 | 30 00 | 25 50 | .. | 1 | 2 | 8 | 9 | 1 | .. | .. |
| Watertown, | 1 | 1 | 13 | 12 | 36 00 | 34 29 | .. | .. | .. | .. | 12 | 1 | 3 | .. |
| Winchester, | 2 | 2 | 22 | 22 | 129 16 | 40 45 | .. | .. | .. | .. | 23 | .. | 4 | .. |
| Woodbury, | 4 | 1 | 10 | 13 | 30 80 | 26 30 | .. | .. | .. | 6 | 11 | 1 | .. | .. |
| 26 Towns. | 51 | 30 | 277 | 298 | \$60 83 | \$31 16 | .. | 43 | 8 | 83 | 274 | 61 | 59 | 4 |

MIDDLESEX COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages per month. | | No. of teachers whose average wages was \$20 or less per mo. | | No. of teachers whose av. wages was from \$20 to \$25 per month. | | Continuously employed. | Beginners. | Attended Normal School. | No. of Teachers' Meetings. |
|-------------------------|---------|---------|---------|---------|--------------------------|---------|--|---------|--|---------|------------------------|------------|-------------------------|----------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | | | | | | | | | | | | | | |
| Middletown, | 1 | 1 | 20 | 20 | \$33 68 | \$33 89 | .. | .. | .. | .. | 22 | .. | .. | .. |
| “ City, | 3 | 3 | 22 | 22 | 80 00 | 48 26 | .. | .. | .. | .. | 23 | .. | 9 | .. |
| “ Industrial School, .. | .. | .. | 5 | 5 | ..... | 25 00 | .. | .. | .. | 5 | 5 | 1 | .. | .. |
| “ complete, | 4 | 4 | 47 | 47 | 68 42 | 40 13 | .. | .. | .. | 5 | 50 | 1 | 11 | .. |
| Haddam, | 1 | .. | 11 | 12 | 28 00 | 28 81 | .. | .. | .. | 3 | 11 | 2 | 1 | .. |
| Chatham, | 3 | 2 | 10 | 10 | 29 15 | 25 40 | .. | 1 | .. | 4 | 12 | 4 | 7 | .. |
| Chester, | 1 | 1 | 5 | 5 | 66 66 | 34 40 | .. | .. | .. | .. | 6 | .. | .. | .. |
| Clinton, | .. | .. | 2 | 2 | ..... | 30 00 | .. | .. | .. | .. | 2 | 1 | .. | .. |
| Cromwell, | .. | .. | 10 | 10 | ..... | 34 40 | .. | .. | .. | .. | 10 | 2 | 2 | .. |
| Durham, | .. | .. | 6 | 6 | ..... | 32 50 | .. | .. | .. | 2 | 5 | 4 | .. | .. |
| East Haddam, | 1 | .. | 17 | 18 | 28 15 | 27 95 | .. | 1 | .. | 5 | 15 | 2 | 2 | .. |
| Essex, | 2 | 2 | 7 | 7 | 53 27 | 38 57 | .. | .. | .. | 3 | 9 | 1 | 2 | .. |
| Killingworth, | .. | .. | 9 | 9 | ..... | 22 66 | .. | 2 | .. | .. | 9 | 1 | 2 | .. |
| Middlefield, | .. | .. | 5 | 5 | ..... | 32 00 | .. | .. | .. | 3 | 5 | 2 | 2 | .. |
| Old Saybrook, | 1 | 1 | 6 | 5 | 122 22 | 32 36 | .. | 2 | .. | .. | 5 | 2 | 2 | .. |
| Portland, | 2 | 2 | 17 | 17 | 110 00 | 39 06 | .. | .. | .. | .. | 18 | 3 | 5 | .. |
| Saybrook, | 1 | 1 | 6 | 7 | 95 26 | 36 50 | .. | .. | .. | .. | 7 | 1 | 2 | .. |
| Westbrook, | 1 | 1 | 5 | 5 | 25 40 | 27 14 | .. | .. | .. | 2 | 6 | 5 | 1 | .. |
| 15 Towns. | 17 | 14 | 160 | 162 | \$65 20 | \$34 24 | .. | 6 | .. | 24 | 167 | 30 | 38 | 3 |

TOLLAND COUNTY.

| TOWNS. | Male. | | Female. | | Average Wages
per month. | | No. of teachers
whose average
wages was \$20
or less per mo. | | No. of teachers
whose av. wages
was from \$20 to
\$25 per month. | | Continuously
employed. | Beginners. | Attended
Normal School. | No. of Teachers'
Meetings. |
|-----------------|---------|---------|---------|---------|-----------------------------|---------|---|---------|---|---------|---------------------------|------------|----------------------------|-------------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Tolland,..... | 2 | 1 | 7 | 8 | \$25 93 | \$25 33 | .. | .. | 1 | 7 | 5 | .. | 3 | .. |
| Andover,..... | .. | .. | 1 | 1 | ..... | 48 00 | .. | .. | .. | .. | 1 | .. | 1 | .. |
| Bolton,..... | .. | .. | 4 | 4 | ..... | 25 58 | .. | .. | .. | .. | 3 | 1 | 3 | 1 |
| Columbia,..... | 3 | .. | 5 | 8 | 22 65 | 22 26 | .. | .. | 3 | 8 | 3 | .. | .. | .. |
| Coventry,..... | 6 | 3 | 5 | 8 | 35 95 | 26 77 | .. | .. | .. | 2 | 7 | 3 | .. | .. |
| Ellington,..... | .. | .. | 12 | 12 | .. | 33 50 | .. | .. | .. | .. | 12 | .. | 5 | .. |
| Hebron,..... | .. | 1 | 9 | 8 | 28 00 | 24 34 | .. | .. | .. | .. | 9 | 2 | 3 | .. |
| Mansfield,..... | 4 | 4 | 10 | 10 | 27 33 | 26 05 | .. | .. | .. | 7 | 9 | 2 | 3 | 1 |
| Somers,..... | .. | .. | 11 | 10 | 32 00 | 32 38 | .. | 2 | .. | .. | 13 | 2 | 5 | .. |
| Stafford,..... | 4 | 3 | 23 | 24 | 67 42 | 32 99 | .. | .. | .. | 5 | 9 | 6 | .. | .. |
| Union,..... | .. | .. | 5 | 5 | ..... | 21 33 | .. | 2 | .. | 3 | 21 | 2 | 5 | 1 |
| Vernon,..... | 2 | 2 | 36 | 36 | 118 00 | 45 52 | .. | .. | .. | .. | 5 | 5 | 18 | .. |
| Willington,.... | 1 | 3 | 6 | 5 | 21 00 | 24 48 | 2 | 2 | 1 | 2 | 30 | 1 | 1 | .. |
| 13 Towns. | 23 | 18 | 134 | 139 | \$44 09 | \$33 18 | 2 | 6 | 5 | 36 | 132 | 24 | 47 | 3 |

SUMMARY BY COUNTIES.

| COUNTIES. | Male. | | Female. | | Average Wages
per month. | | No. of teachers
whose average
wages was \$20
or less per mo. | | No. of teachers
whose av. wages
was from \$25 to
\$25 per month. | | Continuously
employed. | Beginners. | Attended
Normal School. | No. of Teachers
Meetings. |
|------------------|---------|---------|---------|---------|-----------------------------|---------|---|---------|---|---------|---------------------------|------------|----------------------------|------------------------------|
| | Winter. | Summer. | Winter. | Summer. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Hartford,..... | 83 | 77 | 610 | 618 | \$109 92 | \$45 23 | 2 | 11 | 3 | 9 | 658 | 59 | 271 | 2 |
| New Haven,... | 62 | 61 | 861 | 863 | 141 69 | 47 99 | .. | 1 | .. | 25 | 872 | 72 | 341 | 3 |
| New London,..... | 63 | 43 | 330 | 344 | 55 27 | 34 68 | 4 | 35 | 18 | 49 | 332 | 64 | 89 | 5 |
| Fairfield,..... | 65 | 61 | 539 | 541 | 77 99 | 42 56 | .. | 3 | 3 | 36 | 556 | 56 | 170 | 7 |
| Windham,..... | 41 | 28 | 182 | 198 | 55 53 | 36 55 | 1 | 20 | 7 | 30 | 180 | 47 | 49 | 1 |
| Litchfield,..... | 51 | 30 | 277 | 298 | 60 83 | 31 16 | .. | 43 | 8 | 83 | 274 | 61 | 59 | 4 |
| Middlesex,..... | 17 | 14 | 160 | 162 | 65 20 | 34 24 | .. | 6 | .. | 24 | 167 | 30 | 38 | 3 |
| Tolland,..... | 23 | 18 | 134 | 139 | 44 09 | 33 18 | 2 | 6 | 5 | 36 | 132 | 24 | 47 | 3 |
| The State. | 405 | 332 | 3,093 | 3,163 | \$85 87 | \$41 48 | 9 | 125 | 44 | 292 | 3,171 | 413 | 1,064 | 28 |

SCHOOLS, SCHOOLHOUSES,
AND LIBRARIES.

HARTFORD COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sittings. | GRADED SCHOOLS. | | | | | | Schools averaging 8 or less. | High Schools. | Average length in days. | Evening Schools. |
|----------------------|------------|--------------------|--------------|---------------------|-----------------|----------------|----------------|----------------|------------------------|----|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | | | | | |
| | | | | | | | | | | | | | | |
| Hartford,..... | 10 | 20 | 176 | 8,009 | 2 | 1 | .. | .. | 15 | .. | 1 | 191.32 | .. | |
| Avon,..... | 7 | 7 | 7 | 270 | .. | .. | .. | .. | .. | 1 | .. | 180.00 | .. | |
| Berlin,..... | 9 | 10 | 13 | 562 | 3 | .. | .. | .. | .. | .. | .. | 179.07 | .. | |
| Bloomfield, | 8 | 8 | 8 | 249 | .. | .. | .. | .. | .. | 1 | .. | 158.12 | .. | |
| Bristol, | 12 | 12 | 36 | 1,891 | 2 | .. | 2 | .. | 2 | .. | 1 | 198.19 | .. | |
| Burlington,..... | 9 | 9 | 9 | 330 | .. | .. | .. | .. | .. | 2 | .. | 171.66 | .. | |
| Canton, | 8 | 8 | 14 | 702 | .. | .. | .. | .. | 1 | 1 | .. | 180.28 | .. | |
| East Granby,..... | 6 | 6 | 6 | 160 | .. | .. | .. | .. | .. | 2 | .. | 144.16 | .. | |
| East Hartford,..... | 10 | 11 | 24 | 1,028 | 4 | 1 | 1 | 1 | .. | .. | 1 | 180.00 | .. | |
| East Windsor, | 11 | 11 | 17 | 641 | .. | 1 | .. | 1 | .. | 1 | .. | 180.00 | .. | |
| Enfield,..... | 1 | 7 | 27 | 1,197 | 2 | .. | 1 | .. | 1 | .. | 1 | 190.00 | .. | |
| Farmington, | 7 | 7 | 16 | 712 | .. | 1 | .. | .. | 1 | 1 | .. | 190.62 | .. | |
| Glastonbury,..... | 18 | 18 | 21 | 691 | 3 | .. | .. | .. | .. | 2 | .. | 180.00 | .. | |
| Granby, | 10 | 10 | 11 | 361 | 1 | .. | .. | .. | .. | 2 | .. | 170.40 | .. | |
| Hartland,..... | 8 | 8 | 8 | 164 | .. | .. | .. | .. | .. | 7 | .. | 150.00 | .. | |
| Manchester,..... | 9 | 9 | 52 | 1,775 | 3 | .. | .. | .. | 2 | .. | .. | 190.00 | .. | |
| Marlborough,..... | 4 | 4 | 4 | 120 | .. | .. | .. | .. | .. | 1 | .. | 155.00 | .. | |
| New Britain,..... | 1 | 17 | 52 | 2,825 | .. | 1 | 4 | 1 | 3 | .. | 1 | 190.00 | 2 | |
| Newington,..... | 4 | 4 | 4 | 170 | .. | .. | .. | .. | .. | .. | .. | 175.62 | .. | |
| Plainville, | 1 | 1 | 8 | 350 | .. | .. | .. | .. | 1 | .. | .. | 190.00 | .. | |
| Rocky Hill,..... | 4 | 4 | 5 | 168 | 1 | .. | .. | .. | .. | .. | .. | 169.00 | .. | |
| Simsbury,..... | 12 | 12 | 12 | 455 | .. | .. | .. | .. | .. | 3 | .. | 179.00 | .. | |
| Southington,..... | 11 | 13 | 28 | 1,314 | 2 | .. | 1 | 1 | 1 | 1 | 1 | 180.00 | .. | |
| South Windsor, | 10 | 12 | 12 | 444 | .. | .. | .. | .. | .. | 1 | 2 | 178.72 | .. | |
| Suffield, | 11 | 11 | 18 | 611 | 5 | 1 | .. | .. | .. | .. | .. | 179.55 | .. | |
| West Hartford, | 1 | 10 | 13 | 480 | 2 | .. | .. | .. | .. | .. | 1 | 182.00 | .. | |
| Wethersfield,..... | 6 | 7 | 8 | 353 | 1 | .. | .. | .. | .. | .. | 1 | 183.25 | .. | |
| Windsor, | 10 | 10 | 15 | 656 | 1 | 1 | .. | .. | .. | .. | 2 | 180.00 | .. | |
| Windsor Locks,..... | 1 | 1 | 5 | 255 | .. | .. | .. | 1 | .. | .. | .. | 190.00 | .. | |
| 29 Towns. | 219 | 267 | 629 | 26,943 | 32 | 7 | 9 | 5 | 27 | 26 | 12 | 184.95 | 3 | |

HARTFORD COUNTY.

| TOWNS. | SCHOOLHOUSES. | | | | | LIBRARIES. | | | | |
|----------------------|---------------|-----------|--------------------|--------------|--|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of New. | Estimated value of sites and build-ings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Hartford, | 20 | .. | .. | ..... | \$1,371,100 00 | 7 | 8,374 | 6 | \$370 00 | 1 |
| Avon, | 7 | 1 | .. | ..... | 4,100 00 | .. | .... | .. | ..... | .. |
| Berlin, | 10 | .. | 1 | \$1,200.00 | 10,300 00 | 2 | 440 | 3 | 15 00 | 1 |
| Bloomfield, | 8 | 2 | .. | ..... | 6,900 00 | 3 | 53 | 4 | 20 00 | .. |
| Bristol, | 12 | 2 | .. | ..... | 83,900 00 | 13 | 1,800 | 11 | 125 00 | 1 |
| Burlington, | 9 | .. | .. | ..... | 4,500 00 | 2 | 85 | .. | ..... | .. |
| Canton, | 8 | 2 | .. | ..... | 24,700 00 | 1 | 100 | 1 | 25 00 | . |
| East Granby, | 6 | 1 | .. | ..... | 3,600 00 | .. | .... | .. | ..... | .. |
| East Hartford, | 12 | .. | .. | ..... | 32,500 00 | 6 | 300 | 3 | 25 00 | .. |
| East Windsor, | 11 | .. | .. | ..... | 22,500 00 | .. | .... | 11 | 70 00 | 1 |
| Enfield, | 10 | .. | .. | ..... | 53,900 00 | 3 | 1,507 | 1 | 95 00 | .. |
| Farmington, | 9 | .. | .. | ..... | 25,850 00 | 4 | 650 | 1 | 25 00 | 1 |
| Glastonbury, | 18 | 1 | .. | ..... | 18,150 00 | 11 | 443 | 1 | 5 00 | .. |
| Granby, | 10 | .. | .. | ..... | 6,900 00 | .. | .... | 3 | 15 00 | 1 |
| Hartland, | 8 | 1 | .. | ..... | 2,700 00 | .. | ... | .. | ..... | .. |
| Manchester, | 9 | .. | .. | ..... | 101,800 00 | 9 | 4,160 | 2 | 135 00 | 1 |
| Marlborough, | 4 | .. | .. | ..... | 1,600 00 | .. | .... | .. | ..... | .. |
| New Britain, | 10 | .. | 1 | 17,000.00 | 280,000 00 | 5 | 1,200 | 1 | 140 00 | 1 |
| Newington, | 5 | 1 | .. | ..... | 4,500 00 | 4 | 336 | .. | ..... | 1 |
| Plainville, | 1 | .. | .. | ..... | 10,000 00 | .. | .... | 1 | 25 00 | 1 |
| Rocky Hill, | 4 | .. | .. | ..... | 3,000 00 | 4 | 100 | 2 | 10 00 | 1 |
| Simsbury, | 12 | 3 | .. | ..... | 12,900 00 | 2 | 40 | 1 | 5 00 | 1 |
| Southington, | 12 | .. | .. | ..... | 71,700 00 | 2 | 500 | .. | ..... | .. |
| South Windsor, | 11 | .. | .. | ..... | 7,475 00 | 12 | 800 | 10 | 65 00 | .. |
| Suffield, | 11 | .. | .. | ..... | 22,350 00 | 6 | 496 | 2 | 10 00 | 1 |
| West Hartford, | 11 | .. | .. | ..... | 30,000 00 | 10 | 1,040 | 1 | 45 00 | 1 |
| Wethersfield, | 6 | .. | 2 | 27,000.00 | 37,000 00 | 4 | 250 | 6 | 55 00 | 1 |
| Windsor, | 10 | .. | 1 | 15,969.35 | 37,300 00 | 1 | 300 | 10 | 100 00 | 1 |
| Windsor Locks, | 2 | .. | .. | ..... | 25,000 00 | 1 | 200 | 1 | 15 00 | .. |
| 29 Towns. | 266 | 14 | 5 | \$61,169.35 | \$2,316,225 00 | 112 | 23,174 | 82 | \$1,395 00 | 16 |

NEW HAVEN COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sitings. | GRADED SCHOOLS. | | | | | | High Schools. | Average length in days. | Evening Schools. |
|----------------------|------------|--------------------|--------------|--------------------|-----------------|----------------|----------------|----------------|------------------------|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | Schools averaging 8 or less. | | | |
| New Haven City,..... | 1 | 41 | 284 | 13,433 | 2 | 1 | 9 | 1 | 20 | .. | 1 | 200.00 | 10 |
| " Westville,.... | 1 | 1 | 7 | 350 | .. | .. | .. | .. | 1 | .. | .. | 200.00 | .. |
| " South,..... | 1 | 1 | 1 | 56 | .. | .. | .. | .. | .. | .. | .. | 172.00 | .. |
| " complete,.... | 3 | 43 | 292 | 13,839 | 2 | 1 | 9 | 1 | 21 | .. | 1 | 199.90 | 10 |
| Ansonia, | 1 | 7 | 42 | 2,155 | 1 | .. | 1 | 2 | 3 | .. | 1 | 200.00 | 1 |
| Beacon Falls,..... | 1 | 2 | 3 | 116 | 1 | .. | .. | .. | .. | .. | .. | 185.00 | .. |
| Bethany,..... | 5 | 4 | 4 | 128 | .. | .. | .. | .. | .. | .. | .. | 177.50 | .. |
| Branford,..... | 1 | 8 | 18 | 896 | 1 | 1 | .. | .. | 1 | .. | 1 | 190.00 | .. |
| Cheshire,..... | 12 | 12 | 12 | 358 | .. | .. | .. | .. | .. | 3 | .. | 180.00 | .. |
| Derby, | 1 | 5 | 18 | 1,219 | .. | .. | 1 | 1 | 1 | .. | 1 | 200.00 | .. |
| East Haven,..... | 2 | 2 | 3 | 140 | 1 | .. | .. | .. | .. | .. | .. | 190.00 | .. |
| Guilford, | 10 | 8 | 14 | 595 | 1 | 2 | .. | .. | .. | 4 | 1 | 169.64 | .. |
| Hamden,..... | 13 | 13 | 16 | 610 | 3 | .. | .. | .. | .. | 1 | .. | 190.00 | .. |
| Madison,..... | 1 | 11 | 12 | 285 | 1 | .. | .. | .. | .. | 2 | 1 | 159.58 | .. |
| Meriden,..... | 12 | 13 | 87 | 4,120 | 1 | 1 | .. | .. | 7 | .. | 1 | 200.00 | 1 |
| Middlebury, | 6 | 4 | 4 | 118 | .. | .. | .. | .. | .. | .. | .. | 179.25 | .. |
| Milford, | 1 | 5 | 11 | 487 | .. | .. | .. | .. | 1 | .. | .. | 188.81 | .. |
| Naugatuck, | 6 | 6 | 28 | 1,296 | 1 | .. | .. | .. | 2 | .. | .. | 197.71 | .. |
| North Branford,..... | 7 | 6 | 7 | 185 | 1 | .. | .. | .. | .. | 1 | .. | 164.00 | .. |
| North Haven,..... | 8 | 7 | 10 | 356 | 1 | 1 | .. | .. | .. | .. | .. | 180.00 | .. |
| Orange,..... | 8 | 8 | 23 | 1,141 | 1 | 1 | .. | .. | 1 | .. | 1 | 188.26 | .. |
| Oxford, | 12 | 10 | 10 | 264 | .. | .. | .. | .. | .. | 5 | .. | 143.00 | .. |
| Prospect,..... | 1 | 4 | 4 | 98 | .. | .. | .. | .. | .. | 2 | .. | 135.00 | .. |
| Seymour,..... | 1 | 6 | 14 | 809 | .. | .. | .. | .. | 1 | .. | 1 | 185.28 | .. |
| Southbury,..... | 9 | 8 | 8 | 273 | .. | .. | .. | .. | .. | .. | .. | 158.93 | .. |
| Wallingford, | 9 | 13 | 33 | 1,469 | 1 | 1 | .. | .. | 1 | .. | .. | 184.84 | 1 |
| Waterbury,..... | 10 | 10 | 17 | 785 | 2 | 1 | 1 | .. | .. | .. | .. | 183.76 | .. |
| " Center,..... | 1 | 15 | 90 | 4,630 | 1 | 1 | 5 | 1 | 6 | .. | 1 | 200.00 | 7 |
| " complete,.... | 11 | 25 | 107 | 5,415 | 3 | 2 | 6 | 1 | 6 | .. | 1 | 197.42 | 7 |
| Wolcott, | 1 | 6 | 6 | 150 | .. | .. | .. | .. | .. | 1 | .. | 150.00 | .. |
| Woodbridge,..... | 1 | 6 | 6 | 210 | .. | .. | .. | .. | .. | 1 | .. | 180.00 | .. |
| 26 Towns. | 143 | 242 | 792 | 36,732 | 20 | 10 | 17 | 5 | 45 | 20 | 10 | 193.38 | 20 |

NEW HAVEN COUNTY.

| TOWNS. | SCHOOLHOUSES. | | | | | LIBRARIES. | | | | |
|-----------------------|---------------|-----------|--------------------|--------------|---|------------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of New. | Estimated value of sites and build- ings. | No. of Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| New Haven City,..... | 41 | 2 | 1 | \$70,000 00 | \$1,092,994 00 | 13 | 17,000 | 1 | \$775 00 | |
| “ Westville,.. | 1 | .. | .. | ..... | 20,000 00 | 1 | 700 | 1 | 20 00 | .. |
| “ South,..... | 1 | .. | .. | ..... | 4,000 00 | .. | .... | .. | ..... | .. |
| “ complete,... | 43 | 2 | 1 | 70,000 00 | \$1,116,994 00 | 14 | 17,700 | 2 | \$795 00 | 1 |
| Ansonia,..... | 7 | .. | 1 | 19,500 00 | 110,000 00 | 3 | 2,700 | 1 | 120 00 | 1 |
| Beacon Falls,..... | 2 | .. | .. | ..... | 4,500 00 | .. | .... | .. | .... | .. |
| Bethany,..... | 5 | 1 | .. | ..... | 1,975 00 | .. | .... | 1 | 5 00 | .. |
| Branford,..... | 8 | 1 | .. | ..... | 31,500 00 | 1 | 700 | 1 | 45 00 | 1 |
| Cheshire,..... | 12 | .. | .. | ..... | 7,600 00 | 2 | 80 | 2 | 10 00 | 1 |
| Derby,..... | 4 | .. | .. | ..... | 57,500 00 | 3 | 1,790 | 1 | 45 00 | 1 |
| East Haven,..... | 3 | .. | .. | ..... | 2,800 00 | 2 | 78 | .. | ..... | .. |
| Guilford,..... | 12 | 2 | .. | ..... | 12,900 00 | 6 | 200 | 2 | 20 00 | 1 |
| Hamden, | 13 | .. | .. | ..... | 12,500 00 | .. | .... | 2 | 10 00 | .. |
| Madison,..... | 12 | 1 | .. | ..... | 23,375 00 | 6 | 385 | 5 | 30 00 | 1 |
| Meriden,..... | 19 | .. | 2 | 19,299 81 | 393,122 00 | 13 | 4,000 | 13 | 265 00 | 1 |
| Middlebury, | 4 | 1 | .. | ..... | 1,150 00 | 1 | 13 | .. | ..... | 1 |
| Milford, | 5 | .. | .. | ..... | 12,000 00 | 1 | 328 | 1 | 60 00 | 1 |
| Naugatuck,..... | 9 | 1 | 2 | 71,300 00 | 80,400 00 | 1 | 500 | .. | ..... | 1 |
| North Branford, | 6 | 1 | .. | ..... | 4,000 00 | .. | .... | 1 | 10 00 | .. |
| North Haven, | 8 | .. | .. | ..... | 10,000 00 | 8 | 1,092 | .. | ..... | 1 |
| Orange, | 9 | 1 | .. | ..... | 54,800 00 | 1 | 300 | 1 | 35 00 | .. |
| Oxford,..... | 12 | 3 | .. | ..... | 2,100 00 | 10 | 150 | .. | ..... | 1 |
| Prospect,..... | 4 | 1 | .. | ..... | 1,200 00 | 1 | 29 | 1 | 5 00 | 1 |
| Seymour,..... | 7 | .. | .. | ..... | 58,800 00 | 1 | 300 | 1 | 40 00 | 1 |
| Southbury,..... | 8 | .. | .. | ..... | 3,300 00 | .. | .... | .. | ..... | .. |
| Wallingford,..... | 13 | .. | .. | ..... | 59,000 00 | 9 | 450 | 3 | 75 00 | 1 |
| Waterbury, | 10 | .. | 2 | 4,360 76 | 26,336 63 | 5 | 232 | 3 | 25 00 | .. |
| “ Center,.... | 15 | .. | .. | ..... | 470,000 00 | 15 | 800 | 1 | 285 00 | 1 |
| “ complete,... | 25 | .. | 2 | 4,360 76 | \$496,336 63 | 20 | 1,032 | 4 | \$310 00 | 1 |
| Wolcott,..... | 6 | .. | .. | ..... | 2,000 00 | .. | .... | .. | ..... | 1 |
| Woodbridge,..... | 6 | 1 | .. | ..... | 4,400 00 | 6 | 1,345 | 1 | 30 00 | .. |
| 26 Towns. | 262 | 16 | 8 | 184,460 57 | \$2,564,252 63 | 109 | 33,172 | 43 | \$1,910 00 | |

NEW LONDON COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sittings. | GRADED SCHOOLS. | | | | | | High Schools. | Average length in days. | Evening Schools. |
|---------------------------|------------|--------------------|--------------|---------------------|-----------------|----------------|----------------|----------------|------------------------|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | Schools averaging 8 or less. | | | |
| New London, | 1 | 6 | 48 | 2,365 | 1 | .. | .. | .. | 5 | .. | .. | 193.00 | 1 |
| Norwich Town, | 1 | 1 | 5 | 243 | .. | .. | .. | 1 | .. | .. | .. | 199.00 | .. |
| " Central, | 1 | 6 | 29 | 1,365 | 1 | 3 | 1 | .. | 1 | .. | .. | 200.00 | .. |
| " West Chelsea, ... | 1 | 4 | 16 | 831 | 1 | .. | 3 | .. | .. | .. | .. | 200.00 | .. |
| " other Districts, ... | 9 | 9 | 31 | 1,501 | 1 | .. | 1 | .. | 2 | 2 | .. | 195.00 | 4 |
| " complete, | 12 | 20 | 81 | 940 | 3 | 3 | 5 | 1 | 3 | 2 | .. | 198.02 | 4 |
| Bozrah, | 7 | 7 | 7 | 289 | .. | .. | .. | .. | .. | 1 | .. | 154.28 | .. |
| Colchester, | 12 | 11 | 18 | 592 | .. | .. | 2 | .. | .. | 2 | .. | 177.08 | .. |
| East Lyme, | 9 | 9 | 11 | 490 | .. | 1 | .. | .. | .. | 1 | .. | 160.36 | .. |
| Franklin, | 7 | 7 | 7 | 164 | .. | .. | .. | .. | .. | .. | .. | 153.42 | .. |
| Griswold, | 14 | 13 | 19 | 630 | 1 | .. | .. | .. | 1 | 6 | .. | 162.10 | .. |
| Groton, | 11 | 11 | 24 | 1,125 | 2 | .. | 1 | 2 | .. | .. | .. | 178.12 | .. |
| Lebanon, | 16 | 15 | 15 | 588 | .. | .. | .. | .. | .. | 3 | .. | 146.33 | .. |
| Ledyard, | 14 | 12 | 12 | 350 | .. | .. | .. | .. | .. | .. | .. | 150.25 | .. |
| Lisbon, | 6 | 6 | 6 | 129 | .. | .. | .. | .. | .. | 2 | .. | 143.08 | .. |
| Lyme, | 7 | 7 | 7 | 266 | .. | .. | .. | .. | .. | 2 | .. | 150.00 | .. |
| Montville, | 12 | 12 | 16 | 709 | .. | 2 | .. | .. | .. | 3 | .. | 163.18 | .. |
| North Stonington, | 15 | 14 | 14 | 421 | .. | .. | .. | .. | .. | 1 | .. | 146.42 | .. |
| Old Lyme, | 8 | 8 | 8 | 240 | .. | .. | .. | .. | .. | 1 | .. | 153.75 | .. |
| Preston, | 12 | 11 | 16 | 654 | 2 | .. | 1 | .. | .. | 2 | .. | 168.75 | .. |
| Salem, | 7 | 7 | 7 | 166 | .. | .. | .. | .. | .. | 5 | .. | 107.14 | .. |
| Sprague, | 5 | 5 | 7 | 385 | 2 | .. | .. | .. | .. | .. | .. | 178.57 | .. |
| Stonington, | 15 | 13 | 31 | 1,368 | 1 | 1 | 1 | .. | 2 | 2 | .. | 172.25 | .. |
| Voluntown, | 8 | 8 | 9 | 348 | 1 | .. | .. | .. | .. | 2 | .. | 122.22 | .. |
| Waterford, | 11 | 11 | 14 | 565 | 3 | .. | .. | .. | .. | .. | .. | 167.14 | .. |
| 21 Towns. | 209 | 213 | 377 | 15,784 | 16 | 7 | 10 | 3 | 11 | 35 | .. | 172.52 | 5 |

NEW LONDON COUNTY.

| TOWNS. | SCHOOL HOUSES. | | | | | LIBRARIES. | | | | |
|-----------------------|----------------|-----------|--------------------|--------------|---|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of New. | Estimated value of sites and buildings. | No. Schools having. | No. of Books. | No. Drawing State money. | Total amount drawn. | No. Public. |
| New London,..... | 6 | .. | .. | ..... | \$224,000 00 | 6 | 3,604 | 1 | \$110 00 | 1 |
| Norwich Town,... .. | 2 | .. | .. | ..... | 12,000 00 | 1 | 290 | 1 | 15 00 | .. |
| “ Central,..... | 6 | .. | .. | ..... | 67,000 00 | 1 | 569 | 1 | 60 00 | 1 |
| “ West Chelsea, | 4 | .. | .. | ..... | 50,000 00 | .. | .... | .. | ..... | .. |
| “ other Districts, | 9 | .. | .. | ..... | 69,000 00 | 6 | 1,745 | 4 | 70 00 | .. |
| “ complete, | 21 | .. | .. | ..... | \$198,000 00 | 8 | 2,604 | 6 | \$145 00 | 1 |
| Bozrah,..... | 7 | .. | .. | ..... | 2,600 00 | .. | .... | 1 | 5 00 | .. |
| Colchester,..... | 11 | 1 | .. | ..... | 5,400 00 | 9 | 920 | 5 | 40 00 | 1 |
| East Lyme,..... | 9 | 1 | .. | ..... | 8,400 00 | 2 | 224 | 1 | 10 00 | .. |
| Franklin,..... | 7 | 1 | .. | ..... | 3,000 00 | .. | .... | .. | ..... | 1 |
| Griswold,..... | 13 | 2 | .. | ..... | 14,650 00 | 2 | 126 | 1 | 25 00 | 1 |
| Groton,..... | 12 | 2 | .. | ..... | 23,650 00 | 6 | 193 | 4 | 45 00 | 2 |
| Lebanon,..... | 15 | 1 | 1 | \$2,000.00 | 11,700 00 | .. | .... | 4 | 25 00 | .. |
| Ledyard,..... | 14 | 3 | .. | ..... | 3,500 00 | .. | .... | 1 | 10 00 | 1 |
| Lisbon,..... | 4 | 1 | .. | ..... | 815 00 | .. | .... | .. | ..... | .. |
| Lyme,..... | 7 | .. | .. | ..... | 3,100 00 | .. | .... | .. | ..... | .. |
| Montville,..... | 13 | .. | .. | ..... | 9,700 00 | 2 | 220 | 1 | 10 00 | 1 |
| North Stonington,.... | 15 | 3 | .. | ..... | 7,300 00 | 2 | 27 | .. | ..... | .. |
| Old Lyme,..... | 8 | 3 | .. | ..... | 650 00 | .. | .... | .. | ..... | 1 |
| Preston,..... | 12 | .. | .. | ..... | 14,000 00 | 2 | 121 | 3 | 15 00 | .. |
| Salem,..... | 7 | 2 | .. | ..... | 3,500 00 | .. | .... | 1 | 5 00 | .. |
| Sprague,..... | 5 | .. | .. | ..... | 6,800 00 | 2 | 290 | 1 | 5 00 | .. |
| Stonington,..... | 15 | 2 | .. | ..... | 59,800 00 | 4 | 600 | 5 | 60 00 | .. |
| Voluntown,..... | 8 | .. | .. | ..... | 5,500 00 | .. | .... | .. | ..... | .. |
| Waterford,..... | 11 | .. | .. | ..... | 14,000 00 | 3 | 70 | 1 | 5 00 | .. |
| 21 Towns. | 220 | 22 | 1 | \$2,000.00 | \$620,065 00 | 48 | 8,999 | 36 | \$515 00 | 10 |

FAIRFIELD COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sittings. | GRADED SCHOOLS. | | | | | Schools averaging 8 or less. | High Schools. | Average length in days. | Evening Schools. |
|----------------------|------------|--------------------|--------------|---------------------|-----------------|----------------|----------------|----------------|------------------------|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | | | | |
| Bridgeport, | 1 | 20 | 157 | 8,607 | 3 | 3 | 1 | 1 | 11 | .. | 1 | 182.00 | 2 |
| Danbury, | 13 | 17 | 64 | 2,949 | 4 | 1 | 1 | 1 | 2 | .. | 1 | 197.42 | 3 |
| Bethel, | 1 | 7 | 17 | 586 | 1 | .. | 2 | .. | .. | .. | 1 | 199.00 | .. |
| Brookfield, | 8 | 8 | 8 | 312 | .. | .. | .. | .. | .. | 1 | .. | 172.81 | .. |
| Darien, | 4 | 4 | 7 | 263 | 1 | 1 | .. | .. | .. | .. | .. | 190.00 | .. |
| Easton, | 8 | 8 | 8 | 240 | .. | .. | .. | .. | .. | 3 | .. | 180.00 | .. |
| Fairfield, | 14 | 14 | 19 | 760 | 3 | 1 | .. | .. | .. | 1 | .. | 200.00 | .. |
| Greenwich, | 20 | 19 | 32 | 2,120 | 4 | 1 | .. | .. | 1 | .. | .. | 200.00 | 1 |
| Huntington, | 12 | 11 | 21 | 839 | .. | .. | .. | .. | 1 | 3 | .. | 190.47 | .. |
| Monroe, | 7 | 7 | 7 | 228 | .. | .. | .. | .. | .. | 1 | .. | 178.57 | .. |
| New Canaan, | 11 | 11 | 16 | 546 | .. | .. | .. | .. | 1 | 1 | .. | 200.00 | .. |
| New Fairfield, | 6 | 7 | 7 | 208 | .. | .. | .. | .. | .. | 3 | .. | 140.00 | .. |
| Newtown, | 21 | 19 | 22 | 877 | 1 | 1 | .. | .. | .. | 2 | .. | 192.95 | .. |
| Norwalk, | 11 | 11 | 56 | 2,916 | 2 | 1 | .. | .. | 4 | .. | .. | 200.00 | 1 |
| Redding, | 10 | 8 | 8 | 232 | .. | .. | .. | .. | .. | .. | .. | 182.50 | .. |
| Ridgefield, | 13 | 13 | 15 | 515 | .. | 1 | .. | .. | .. | .. | .. | 194.86 | .. |
| Sherman, | 6 | 6 | 6 | 146 | .. | .. | .. | .. | .. | 1 | .. | 152.50 | .. |
| Stamford, | 1 | 18 | 60 | 2,601 | 1 | .. | .. | .. | 6 | .. | 1 | 197.00 | 4 |
| Stratford, | 3 | 3 | 10 | 444 | .. | .. | .. | .. | 1 | .. | .. | 200.00 | .. |
| Trumbull, | 6 | 6 | 7 | 240 | 1 | .. | .. | .. | .. | .. | .. | 186.71 | .. |
| Weston, | 5 | 5 | 5 | 138 | .. | .. | .. | .. | .. | .. | .. | 165.00 | .. |
| Westport, | 10 | 10 | 13 | 545 | 3 | .. | .. | .. | .. | .. | .. | 200.00 | .. |
| Wilton, | 10 | 9 | 10 | 415 | 1 | .. | .. | .. | .. | 1 | .. | 193.50 | .. |
| 23 Towns. | 201 | 241 | 575 | 26,727 | 25 | 10 | 4 | 2 | 27 | 17 | 4 | 190.61 | 11 |

FAIRFIELD COUNTY.

| TOWNS. | SCHOOLHOUSES. | | | | | LIBRARIES. | | | | |
|---------------------|---------------|--------------|--------------------|--------------|---|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | Number Poor. | Built during year. | Cost of New. | Estimated value of sites and buildings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Bridgeport,..... | 20 | 2 | 2 | \$56,000 00 | \$715,000 00 | 3 | 12,000 | 1 | \$425 00 | 1 |
| Danbury,..... | 19 | .. | .. | ..... | 167,200 00 | 3 | 300 | 2 | 20 00 | 1 |
| Bethel,..... | 7 | 2 | .. | ..... | 22,500 00 | 1 | 219 | .. | ..... | .. |
| Brookfield,..... | 8 | 1 | .. | ..... | 3,900 00 | .. | .... | 8 | 55 00 | .. |
| Darien,..... | 4 | .. | .. | ..... | 7,000 00 | 2 | 175 | 4 | 20 00 | .. |
| Easton,..... | 8 | 2 | .. | ..... | 1,800 00 | 3 | 50 | 5 | 30 00 | 1 |
| Fairfield,..... | 14 | 3 | .. | ..... | 22,790 00 | 7 | 275 | 4 | 30 00 | 1 |
| Greenwich,..... | 20 | 1 | .. | ..... | 257,300 00 | 6 | 600 | 18 | 115 00 | 1 |
| Huntington,..... | 11 | 1 | .. | ..... | 29,300 00 | 1 | 321 | 1 | 10 00 | 1 |
| Monroe,..... | 7 | .. | .. | ..... | 5,300 00 | .. | .... | 1 | 5 00 | .. |
| New Canaan,..... | 11 | .. | .. | ..... | 11,700 00 | 3 | 300 | 1 | 5 00 | 1 |
| New Fairfield,..... | 7 | 3 | .. | ..... | 1,650 00 | .. | .... | 1 | 10 00 | .. |
| Newtown,..... | 21 | 3 | .. | ..... | 9,725 00 | 6 | 100 | 19 | 130 00 | 1 |
| Norwalk,..... | 11 | 1 | .. | ..... | 110,700 00 | 7 | 2,096 | 5 | 140 00 | 2 |
| Redding,..... | 9 | .. | .. | ..... | 3,900 00 | .. | .... | 1 | 10 00 | .. |
| Ridgefield,..... | 13 | 3 | .. | ..... | 8,600 00 | 13 | 400 | 12 | 70 00 | 1 |
| Sherman,..... | 6 | 1 | .. | ..... | 1,800 00 | .. | .... | .. | ..... | .. |
| Stamford,..... | 19 | 3 | .. | ..... | 142,800 00 | 1 | 450 | .. | ..... | 1 |
| Stratford,..... | 3 | .. | .. | ..... | 22,000 00 | 2 | 100 | 2 | 15 00 | 1 |
| Trumbull,..... | 6 | .. | .. | ..... | 3,100 00 | 1 | 10 | 2 | 10 00 | .. |
| Weston,..... | 5 | 1 | .. | ..... | 1,650 00 | .. | .... | 1 | 10 00 | .. |
| Westport,..... | 10 | .. | .. | ..... | 10,350 00 | 5 | 200 | 4 | 20 00 | 1 |
| Wilton,..... | 9 | .. | .. | ..... | 6,700 00 | 5 | 212 | 4 | 20 00 | .. |
| 23 Towns. | 248 | 27 | 2 | \$56,000 00 | \$1,566,765 00 | 69 | 17,808 | 96 | \$1,150 00 | 14 |

WINDHAM COUNTY.

| TOWNS. | Districts. | Number of Schools.
Departments. | | | Number of Sitzings. | GRADED SCHOOLS. | | | | | | Schools averaging
8 or less. | High Schools. | Average length
in days. | Evening Schools. |
|-------------------|------------|------------------------------------|-----|-------|---------------------|-------------------|-------------------|-------------------|-------------------|---------------------------|----|---------------------------------|---------------|----------------------------|------------------|
| | | | | | | 2
Departments. | 3
Departments. | 4
Departments. | 5
Departments. | 6 or more
Departments. | | | | | |
| Brooklyn,..... | 9 | 8 | 12 | 424 | .. | 2 | .. | .. | .. | 2 | .. | 150.41 | .. | | |
| Ashford,..... | 10 | 9 | 9 | 336 | .. | .. | .. | .. | .. | 4 | .. | 145.00 | .. | | |
| Canterbury,..... | 11 | 11 | 11 | 418 | .. | .. | .. | .. | .. | 4 | .. | 147.50 | .. | | |
| Chaplin,..... | 1 | 2 | 2 | 100 | .. | .. | .. | .. | .. | .. | .. | 180.00 | .. | | |
| Eastford, | 8 | 6 | 6 | 195 | .. | .. | .. | .. | .. | .. | .. | 150.00 | .. | | |
| Hampton,..... | 8 | 7 | 7 | 197 | .. | .. | .. | .. | .. | .. | .. | 140.00 | .. | | |
| Killingly,..... | 15 | 15 | 30 | 1,263 | 3 | 3 | .. | .. | 1 | 3 | .. | 184.33 | .. | | |
| Plainfield, | 11 | 8 | 21 | 1,149 | 1 | 1 | .. | .. | 2 | .. | .. | 184.52 | .. | | |
| Pomfret,..... | 8 | 8 | 8 | 376 | .. | .. | .. | .. | .. | 1 | .. | 164.75 | .. | | |
| Putnam, | 6 | 7 | 19 | 763 | .. | 2 | .. | .. | 1 | 1 | 1 | 178.31 | .. | | |
| Scotland,.... | 5 | 5 | 5 | 169 | .. | .. | .. | .. | .. | 1 | .. | 153.00 | .. | | |
| Sterling,..... | 8 | 8 | 8 | 282 | .. | .. | .. | .. | .. | .. | .. | 157.50 | .. | | |
| Thompson, | 13 | 13 | 19 | 795 | 4 | 1 | .. | .. | .. | 1 | .. | 173.15 | .. | | |
| Windham, | 11 | 15 | 32 | 1,373 | 2 | 1 | .. | .. | 2 | 2 | 1 | 189.06 | 2 | | |
| Woodstock,..... | 16 | 16 | 16 | 560 | .. | .. | .. | .. | .. | 1 | .. | 150.62 | .. | | |
| 15 Towns. | 140 | 138 | 205 | 8,400 | 10 | 10 | .. | .. | 6 | 20 | 2 | 170.04 | 2 | | |

WINDHAM COUNTY.

| TOWNS. | SCHOOLHOUSES. | | | | | LIBRARIES. | | | | |
|------------------|---------------|-----------|--------------------|--------------|---|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of new. | Estimated value of sites and build- ings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Brooklyn,..... | 9 | .. | .. | ..... | \$20,200 00 | 2 | 115 | .. | ..... | 1 |
| Ashford,..... | 10 | 1 | .. | ..... | 3,600 00 | .. | .... | .. | ..... | 1 |
| Canterbury,..... | 11 | .. | .. | ..... | 4,200 00 | 5 | 70 | .. | ..... | .. |
| Chaplin,..... | 2 | .. | .. | ..... | 2,250 00 | .. | .... | .. | ..... | .. |
| Eastford,..... | 8 | 1 | .. | ..... | 2,325 00 | .. | .... | .. | ..... | .. |
| Hampton,..... | 7 | 1 | .. | ..... | 3,150 00 | 1 | 22 | .. | ..... | 1 |
| Killingly,..... | 15 | 2 | .. | ..... | 40,800 00 | 1 | 700 | 15 | \$110 00 | 1 |
| Plainfield,..... | 8 | .. | .. | ..... | 29,815 00 | 8 | 400 | 9 | 110 00 | 1 |
| Pomfret,..... | 8 | .. | .. | ..... | 6,600 00 | .. | .... | .. | ..... | 1 |
| Putnam,..... | 8 | .. | .. | ..... | 34,200 00 | 2 | 750 | .. | ..... | 1 |
| Scotland, | 5 | 1 | .. | ..... | 1,500 00 | .. | .... | 1 | 5 00 | .. |
| Sterling,..... | 8 | .. | .. | ..... | 3,500 00 | .. | .... | .. | ..... | .. |
| Thompson,..... | 13 | 3 | .. | ..... | 20,300 00 | 13 | 376 | 1 | 5 00 | .. |
| Windham,..... | 14 | 2 | .. | ..... | 57,850 00 | 9 | 1,170 | 2 | 55 00 | 1 |
| Woodstock,..... | 16 | .. | .. | ..... | 8,200 00 | .. | .... | 1 | 10 00 | 1 |
| 15 Towns. | 142 | 11 | .. | ..... | \$238,490 00 | 41 | 3,603 | 29 | \$295 00 | 9 |

LITCHFIELD COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sitings. | GRADED SCHOOLS. | | | | | | High Schools. | Average length in days. | Evening Schools. |
|---------------------|------------|--------------------|--------------|--------------------|-----------------|----------------|----------------|----------------|------------------------|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | Schools averaging 8 or less. | | | |
| Litchfield, | 1 | 16 | 21 | 632 | 1 | .. | 1 | .. | .. | 3 | .. | 180.00 | .. |
| Barkhamsted, | 11 | 10 | 10 | 308 | .. | .. | .. | .. | .. | 2 | .. | 142.00 | .. |
| Bethlehem, | 7 | 6 | 6 | 146 | .. | .. | .. | .. | .. | 3 | .. | 131.66 | .. |
| Bridgewater, | 5 | 5 | 6 | 184 | 1 | .. | .. | .. | .. | 2 | .. | 166.66 | .. |
| Canaan, | 8 | 8 | 8 | 197 | .. | .. | .. | .. | .. | 2 | .. | 175.62 | .. |
| Colebrook, | 9 | 9 | 10 | 322 | 1 | .. | .. | .. | .. | 1 | .. | 156.00 | .. |
| Cornwall, | 15 | 11 | 11 | 310 | .. | .. | .. | .. | .. | 3 | .. | 157.27 | .. |
| Goshen, | 11 | 8 | 8 | 246 | .. | .. | .. | .. | .. | 3 | .. | 163.75 | .. |
| Harwinton, | 1 | 10 | 10 | 328 | .. | .. | .. | .. | .. | 2 | .. | 160.00 | .. |
| Kent, | 13 | 13 | 13 | 410 | .. | .. | .. | .. | .. | 4 | .. | 150.30 | .. |
| Morris, | 6 | 6 | 6 | 184 | .. | .. | .. | .. | .. | 1 | .. | 155.33 | .. |
| New Hartford, | 9 | 9 | 14 | 432 | 2 | 1 | .. | .. | .. | .. | .. | 173.07 | .. |
| New Milford, | 18 | 18 | 22 | 800 | 1 | .. | 1 | .. | .. | 3 | .. | 181.68 | .. |
| Norfolk, | 11 | 9 | 11 | 359 | .. | 1 | .. | .. | .. | 2 | .. | 153.63 | .. |
| North Canaan, | 5 | 5 | 8 | 320 | 1 | 1 | .. | .. | .. | .. | .. | 177.87 | .. |
| Plymouth, | 8 | 8 | 15 | 566 | .. | 1 | .. | .. | 1 | .. | .. | 180.00 | .. |
| Roxbury, | 7 | 7 | 7 | 230 | .. | .. | .. | .. | .. | 2 | .. | 161.42 | .. |
| Salisbury, | 13 | 10 | 17 | 735 | 2 | 2 | .. | .. | .. | 2 | .. | 192.41 | .. |
| Sharon, | 17 | 17 | 18 | 480 | 1 | .. | .. | .. | .. | 8 | 1 | 176.38 | .. |
| Thomaston, | 1 | 3 | 14 | 800 | 1 | .. | .. | .. | 1 | .. | 1 | 180.00 | .. |
| Torrington, | 1 | 9 | 27 | 1,357 | 2 | .. | .. | .. | 2 | .. | 1 | 200.00 | .. |
| Warren, | 7 | 5 | 5 | 108 | .. | .. | .. | .. | .. | 4 | .. | 149.00 | .. |
| Washington, | 1 | 12 | 13 | 371 | 1 | .. | .. | .. | .. | 3 | .. | 152.50 | .. |
| Watertown, | 9 | 9 | 13 | 453 | 1 | .. | 1 | .. | .. | 1 | .. | 170.00 | .. |
| Winchester, | 8 | 7 | 22 | 872 | .. | .. | .. | .. | 2 | .. | .. | 182.22 | .. |
| Woodbury, | 14 | 13 | 14 | 410 | 1 | .. | .. | .. | .. | 5 | .. | 173.21 | .. |
| 26 Towns. | 216 | 243 | 329 | 11,560 | 16 | 6 | 3 | .. | 6 | 56 | 3 | 171.98 | .. |

LITCHFIELD COUNTY.

| TOWNS. | SCHOOLHOUSES. | | | | | LIBRARIES. | | | | |
|---------------------|---------------|--------------|--------------------|--------------|--|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | Number Poor. | Built during year. | Cost of new. | Estimated value of sites and build-ings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Litchfield, | 16 | 3 | 1 | \$4,337 67 | \$30,357 49 | 1 | 1,200 | .. | ..... | 1 |
| Barkhamsted, | 11 | 1 | .. | ..... | 3,850 00 | 1 | 75 | .. | ..... | .. |
| Bethlehem, | 7 | 2 | .. | ..... | 2,100 00 | .. | .... | .. | ..... | 1 |
| Bridgewater, | 5 | 1 | .. | ..... | 1,650 00 | 2 | 119 | .. | ..... | .. |
| Canaan, | 8 | 1 | .. | ..... | 2,900 00 | .. | .... | .. | ..... | 1 |
| Colebrook, .. | 9 | .. | .. | ..... | 7,600 00 | .. | .... | .. | ..... | .. |
| Cornwall, | 15 | 3 | .. | ..... | 5,800 00 | 1 | 30 | 1 | \$10 00 | 1 |
| Goshen, | 10 | .. | .. | ..... | 2,500 00 | 3 | 75 | .. | ..... | .. |
| Harwinton, | 11 | 4 | .. | ..... | 5,425 00 | .. | .... | .. | ..... | .. |
| Kent, | 13 | 5 | .. | ..... | 4,650 00 | .. | .... | .. | ..... | .. |
| Morris, | 6 | .. | .. | ..... | 1,800 00 | .. | .... | .. | ..... | 1 |
| New Hartford, | 9 | 2 | .. | ..... | 16,850 00 | 3 | 429 | 2 | 15 00 | 1 |
| New Milford, | 18 | 2 | .. | ..... | 17,800 00 | 5 | 1,000 | 2 | 10 00 | 1 |
| Norfolk, | 11 | 2 | .. | ..... | 9,900 00 | 1 | 125 | 4 | 30 00 | 1 |
| North Canaan, | 5 | .. | .. | ..... | 7,400 00 | 1 | 80 | 1 | 10 00 | 1 |
| Plymouth, | 9 | 2 | .. | ..... | 10,625 00 | 8 | 1,139 | 8 | 55 00 | 1 |
| Roxbury, | 7 | 1 | .. | ..... | 1,850 00 | .. | .... | .. | ..... | 1 |
| Salisbury, | 13 | 3 | .. | ..... | 12,101 00 | 2 | 300 | 12 | 75 00 | 1 |
| Sharon, | 16 | .. | .. | ..... | 5,850 00 | .. | .... | 7 | 55 00 | 1 |
| Thomaston, | 8 | .. | .. | ..... | 22,000 00 | 1 | 175 | 1 | 40 00 | 1 |
| Torrington, | 9 | .. | .. | ..... | 62,000 00 | 1 | 500 | 1 | 80 00 | 1 |
| Warren, | 5 | .. | .. | ..... | 2,600 00 | 5 | 80 | 5 | 25 00 | .. |
| Washington, | 12 | .. | .. | ..... | 8,225 00 | 2 | 60 | 1 | 40 00 | 1 |
| Watertown, | 9 | .. | .. | ..... | 13,900 00 | 4 | 100 | 4 | 25 00 | 1 |
| Winchester, | 8 | .. | .. | ..... | 33,250 00 | 2 | 707 | 5 | 65 00 | 1 |
| Woodbury, | 14 | 1 | .. | ..... | 8,850 00 | .. | .... | .. | ..... | 1 |
| 26 Towns. | 264 | 33 | 1 | \$4,337 67 | \$301,833 49 | 43 | 6,194 | 54 | \$535 00 | 19 |

MIDDLESEX COUNTY.

| TOWNS. | Districts. | Number of Schools. | Departments. | Number of Sittings. | GRADED SCHOOLS. | | | | | | High Schools | Average length
in days. | Evening Schools. |
|----------------------|------------|--------------------|--------------|---------------------|-----------------|----------------|----------------|----------------|---------------------------|---------------------------------|--------------|----------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more
Departments. | Schools averaging
8 or less. | | | |
| | | | | | | | | | | | | | |
| Middletown,..... | 17 | 16 | 21 | 850 | 2 | .. | 1 | .. | .. | 2 | .. | 178.57 | 1 |
| “ City, | 1 | 3 | 25 | 1,130 | 1 | .. | .. | .. | 2 | .. | 1 | 184.50 | .. |
| “ Indust’l School,.. | 1 | 1 | 7 | 144 | .. | .. | .. | .. | 1 | .. | .. | 261.00 | .. |
| “ complete,..... | 19 | 20 | 53 | 2,124 | 3 | .. | 1 | .. | 3 | 2 | 1 | 192.25 | 1 |
| Haddam, | 10 | 9 | 12 | 427 | .. | .. | 1 | .. | .. | 1 | .. | 163.33 | .. |
| Chatham, | 11 | 11 | 13 | 483 | .. | 1 | .. | .. | .. | 2 | .. | 156.92 | .. |
| Chester, | 4 | 4 | 6 | 277 | 2 | .. | .. | .. | .. | .. | .. | 180.00 | .. |
| Clinton, | 1 | 2 | 2 | 53 | .. | .. | .. | .. | .. | 1 | .. | 190.00 | .. |
| Cromwell, | 5 | 6 | 10 | 436 | 4 | .. | .. | .. | .. | .. | 1 | 180.00 | .. |
| Durham, | 5 | 5 | 6 | 177 | 1 | .. | .. | .. | .. | 1 | .. | 172.00 | .. |
| East Haddam, | 17 | 17 | 18 | 714 | 1 | .. | .. | .. | .. | 4 | .. | 161.66 | .. |
| Essex, | 1 | 6 | 9 | 400 | 2 | .. | .. | .. | .. | .. | .. | 190.00 | .. |
| Killingworth, | 8 | 6 | 6 | 193 | .. | .. | .. | .. | .. | 3 | .. | 150.00 | .. |
| Middlefield,..... | 4 | 4 | 4 | 187 | .. | .. | .. | .. | .. | .. | .. | 180.00 | .. |
| Old Saybrook,..... | 1 | 1 | 5 | 235 | .. | .. | .. | 1 | .. | .. | 1 | 185.00 | .. |
| Portland, | 6 | 6 | 17 | 810 | 1 | 1 | .. | .. | 1 | .. | .. | 200.00 | .. |
| Saybrook, | 1 | 2 | 7 | 303 | .. | .. | .. | .. | 1 | .. | .. | 190.00 | .. |
| Westbrook, | 7 | 6 | 6 | 350 | .. | .. | .. | .. | .. | .. | .. | 150.83 | .. |
| 15 Towns. | 100 | 105 | 174 | 7,169 | 14 | 2 | 2 | 1 | 5 | 14 | 3 | 179.77 | 1 |

MIDDLESEX COUNTY.

| TOWNS. | SCHOOLHOUSES. | | | | | LIBRARIES. | | | | |
|-----------------------|---------------|-----------|--------------------|--------------|--|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of new. | Estimated value of sites and build-ings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Middletown, | 16 | 1 | .. | ..... | \$21,000 00 | 4 | 350 | 2 | \$20 00 | .. |
| “ City, | 3 | .. | .. | ..... | 50,000 00 | 1 | 700 | .. | ..... | 1 |
| “ Industrial Sch., .. | .. | .. | .. | .. .... | ..... | 1 | 1,600 | .. | ..... | 1 |
| “ complete, | 19 | 1 | .. | ..... | 71,000 00 | 6 | 2,650 | 2 | 20 00 | 2 |
| Haddam, | 9 | .. | 1 | \$400 00 | 14,050 00 | .. | .. . | 3 | 15 00 | 1 |
| Chatham, | 11 | 1 | .. | ..... | 9,500 00 | 3 | 70 | .. | ..... | 1 |
| Chester, | 4 | .. | .. | ..... | 7,200 00 | 1 | 97 | 2 | 10 00 | 1 |
| Clinton, | 3 | 1 | .. | ..... | 1,700 00 | 1 | 24 | .. | .... | 1 |
| Cromwell, | 5 | .. | .. | ..... | 5,800 00 | 2 | 80 | 1 | 5 00 | 1 |
| Durham, | 5 | 2 | .. | ..... | 4,450 00 | 2 | 100 | 5 | 35 00 | 1 |
| East Haddam, | 17 | 1 | .. | ..... | 12,530 00 | 6 | 200 | 2 | 10 00 | 1 |
| Essex, | 5 | .. | .. | ..... | 7,000 00 | 5 | 200 | .. | ..... | .. |
| Killingworth, | 6 | .. | .. | ..... | 2,700 00 | .. | .... | .. | ..... | .. |
| Middlefield, | 4 | .. | .. | ..... | 5,700 00 | 4 | 639 | .. | ..... | 1 |
| Old Saybrook, | 1 | .. | .. | ..... | 12,500 00 | 1 | 320 | 1 | 30 00 | 1 |
| Portland, | 7 | .. | .. | ..... | 42,200 00 | 4 | 1,199 | 2 | 25 00 | 1 |
| Saybrook, | 2 | .. | .. | ..... | 12,000 00 | 1 | 495 | 1 | 15 00 | .. |
| Westbrook, | 6 | 2 | .. | ..... | 1,450 00 | .. | .... | .. | ..... | 1 |
| 15 Towns. | 104 | 8 | 1 | \$400 00 | \$209,780 00 | 36 | 6,074 | 19 | \$165 00 | 13 |

TOLLAND COUNTY.

| TOWNS. | Districts. | Number of Schools.
Departments. | | Number of Sittings. | GRADED SCHOOLS. | | | | | | Schools averaging
8 or less. | High Schools. | Average length
in days. | Evening Schools. |
|------------------|------------|------------------------------------|-----|---------------------|-----------------|----------------|----------------|----------------|---------------------------|----|---------------------------------|---------------|----------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more
Departments. | | | | | |
| Tolland,..... | 11 | 9 | 9 | 256 | .. | .. | .. | .. | .. | .. | .. | 147.77 | .. | |
| Andover,..... | 1 | 1 | 1 | 45 | .. | .. | .. | .. | .. | .. | .. | 180.00 | .. | |
| Bolton, | 5 | 4 | 4 | 136 | .. | .. | .. | .. | .. | .. | .. | 156.25 | .. | |
| Columbia, | 8 | 8 | 8 | 222 | .. | .. | .. | .. | .. | 1 | .. | 150.00 | .. | |
| Coventry,..... | 10 | 9 | 11 | 426 | .. | 1 | .. | .. | .. | .. | .. | 158.18 | .. | |
| Ellington,..... | 10 | 10 | 12 | 434 | 2 | .. | .. | .. | .. | 3 | .. | 167.75 | .. | |
| Hebron,..... | 9 | 9 | 9 | 230 | .. | .. | .. | .. | .. | 2 | .. | 151.11 | .. | |
| Mansfield,..... | 15 | 14 | 14 | 444 | .. | .. | .. | .. | .. | 2 | .. | 152.14 | .. | |
| Somers,..... | 10 | 10 | 12 | 338 | .. | 1 | .. | .. | .. | 2 | 1 | 155.12 | .. | |
| Stafford,..... | 16 | 16 | 27 | 926 | 2 | 1 | .. | .. | 1 | 6 | .. | 165.00 | .. | |
| Union, | 6 | 5 | 5 | 288 | .. | .. | .. | .. | .. | 2 | .. | 150.00 | .. | |
| Vernon, | 9 | 9 | 35 | 1,783 | 1 | .. | 1 | .. | 2 | .. | 1 | 180.22 | 1 | |
| Willington, | 9 | 8 | 8 | 385 | .. | .. | .. | .. | .. | 1 | .. | 141.25 | .. | |
| 13 Towns. | 119 | 112 | 155 | 5,913 | 5 | 3 | 1 | .. | 3 | 19 | 2 | 161.82 | 1 | |

TOLLAND COUNTY.

| TOWNS. | SCHOOLHOUSES. | | | | | LIBRARIES. | | | | |
|-------------------|---------------|-----------|--------------------|--------------|---|---------------------|---------------|--------------------------|---------------------|-------------|
| | Number. | No. Poor. | Built during year. | Cost of new. | Estimated value of sites and buildings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. | No. Public. |
| Tolland, | 9 | .. | .. | ..... | \$4,700 00 | .. | .... | .. | ..... | .. |
| Andover,..... | 1 | .. | .. | ..... | 300 00 | .. | .... | .. | ..... | .. |
| Bolton,..... | 4 | .. | .. | ..... | 3,250 00 | 1 | 30 | 1 | \$5.00 | 1 |
| Columbia, | 8 | .. | .. | ..... | 5,650 00 | .. | .... | .. | ..... | 1 |
| Coventry,..... | 10 | .. | .. | ..... | 7,350 00 | 5 | 246 | 1 | 10.00 | 2 |
| Ellington,..... | 10 | .. | 1 | \$4,546 51 | 20,300 00 | 3 | 135 | 10 | 55.00 | 1 |
| Hebron, | 9 | 2 | .. | ..... | 4,500 00 | 2 | 50 | 1 | 5.00 | 1 |
| Mansfield,..... | 14 | .. | .. | ..... | 8,900 00 | 3 | .... | 2 | 10.00 | .. |
| Somers, | 9 | 3 | .. | ..... | 5,350 00 | 3 | 59 | 1 | 10.00 | .. |
| Stafford, | 16 | .. | .. | ..... | 32,900 00 | 2 | 1,331 | 1 | 20.00 | 1 |
| Union, | 6 | .. | .. | ..... | 3,500 00 | 5 | 200 | .. | ..... | .. |
| Vernon, | 11 | .. | 1 | 4,000 00 | 125,000 00 | 2 | 800 | 4 | 85.00 | .. |
| Willington, | 9 | .. | .. | ..... | 3,300 00 | .. | .... | 3 | 20.00 | 1 |
| 13 Towns. | 116 | 5 | 2 | \$8,546 51 | \$225,000 00 | 26 | 2,851 | 24 | \$220.00 | 8 |

SUMMARY BY COUNTIES.

| COUNTIES. | Districts. | Number of Schools. | Departments. | Number of Sittings. | GRADED SCHOOLS. | | | | | | High Schools. | Average length in days. | Evening Schools. |
|------------------|------------|--------------------|--------------|---------------------|-----------------|----------------|----------------|----------------|------------------------|------------------------------|---------------|-------------------------|------------------|
| | | | | | 2 Departments. | 3 Departments. | 4 Departments. | 5 Departments. | 6 or more Departments. | Schools averaging 8 or less. | | | |
| Hartford,..... | 219 | 267 | 629 | 26,943 | 32 | 7 | 9 | 5 | 27 | 26 | 12 | 184.95 | 3 |
| New Haven, | 143 | 242 | 792 | 36,732 | 20 | 10 | 17 | 5 | 45 | 20 | 10 | 193.38 | 20 |
| New London,..... | 209 | 213 | 377 | 15,784 | 16 | 7 | 10 | 3 | 11 | 35 | .. | 172.52 | 5 |
| Fairfield,..... | 201 | 247 | 575 | 26,727 | 25 | 10 | 4 | 2 | 27 | 17 | 4 | 190.61 | 11 |
| Windham,..... | 140 | 138 | 205 | 8,400 | 10 | 10 | .. | .. | 6 | 20 | 2 | 170.04 | 2 |
| Litchfield,..... | 216 | 243 | 329 | 11,560 | 16 | 6 | 3 | .. | 6 | 56 | 3 | 171.98 | .. |
| Middlesex,..... | 100 | 105 | 174 | 7,169 | 14 | 2 | 2 | 1 | 5 | 14 | 3 | 179.77 | 1 |
| Tolland,..... | 119 | 112 | 155 | 5,913 | 5 | 3 | 1 | .. | 3 | 19 | 2 | 161.82 | 1 |
| The State. | 1347 | 1561 | 3236 | 139,228 | 138 | 55 | 46 | 16 | 130 | 207 | 36 | 182.92 | 43 |

SUMMARY BY COUNTIES.

| COUNTIES. | SCHOOLHOUSES. | | | | LIBRARIES. | | | | |
|-------------------|---------------|--------------|--------------------|--------------|---|---------------------|---------------|--------------------------|---------------------|
| | Number. | Number Poor. | Built during year. | Cost of new. | Estimated value of sites and buildings. | No. Schools having. | No. of Books. | No. drawing State money. | Total amount drawn. |
| Hartford,..... | 266 | 14 | 5 | \$61,169 35 | \$2,316,225 00 | 112 | 23,174 | 82 | \$1,395 00 |
| New Haven, | 262 | 16 | 8 | 184,460 57 | 2,564,252 63 | 109 | 33,172 | 43 | 1,910 00 |
| New London,..... | 220 | 22 | 1 | 2,000 00 | 620,065 00 | 48 | 8,999 | 36 | 515 00 |
| Fairfield,..... | 248 | 27 | 2 | 56,000 00 | 1,566,765 00 | 69 | 17,808 | 96 | 1,150 00 |
| Windham,..... | 142 | 11 | .. | ..... | 238,490 00 | 41 | 3,603 | 29 | 295 00 |
| Litchfield,..... | 264 | 33 | 1 | 4,337 67 | 301,833 49 | 43 | 6,194 | 54 | 535 00 |
| Middlesex, | 104 | 8 | 1 | 400 00 | 209,780 00 | 36 | 6,074 | 19 | 165 00 |
| Tolland,..... | 116 | 5 | 2 | 8,546 51 | 225,000 00 | 26 | 2,851 | 24 | 220 00 |
| The State. | 1622 | 136 | 20 | \$316,914 10 | \$8,042,411 12 | 484 | 101,875 | 383 | \$6,185 00 |

TABLE SHOWING ENUMERATION OF PERSONS BETWEEN 4 AND 16 YEARS OF AGE, BY DISTRICTS, IN OCT., 1893.

HARTFORD COUNTY.

| HARTFORD. | | |
|-------------------------|--------|-------|
| Districts. | Enum. | 1893. |
| First,..... | 2,352 | |
| South,..... | 3,758 | |
| Second North,..... | 1,407 | |
| West Middle,..... | 1,113 | |
| Arsenal,..... | 1,007 | |
| Washington,..... | 509 | |
| South West,..... | 53 | |
| North East,..... | 546 | |
| North West,..... | 239 | |
| Gravel Hill,..... | 37 | |
| Total, 10 Districts, .. | 11,021 | |

| AVON. | | |
|------------------------|-----|--|
| 1,..... | 8 | |
| 2,..... | 26 | |
| 3,..... | 33 | |
| 4,..... | 23 | |
| 5,..... | 35 | |
| 6,..... | 82 | |
| 7,..... | 26 | |
| Total, 7 Districts, .. | 233 | |

| BERLIN. | | |
|------------------------|-----|--|
| 1,..... | 128 | |
| 2,..... | 97 | |
| 3,..... | 29 | |
| 4,..... | 35 | |
| 5,..... | 50 | |
| 6,..... | 40 | |
| 7,..... | 28 | |
| 8,..... | 67 | |
| 9,..... | 87 | |
| Total, 9 Districts, .. | 561 | |

| BLOOMFIELD. | | |
|------------------------|-----|--|
| Centre,..... | 50 | |
| Farms,..... | 41 | |
| North Middle,..... | 17 | |
| South Middle,..... | 37 | |
| Scotland South,..... | 17 | |
| Duncaster,..... | 29 | |
| South West,..... | 18 | |
| North East,..... | 21 | |
| Total, 8 Districts, .. | 230 | |

| BRISTOL. | | |
|-------------------------|-------|--|
| 1,..... | 461 | |
| 2,..... | 197 | |
| 3,..... | 604 | |
| 5,..... | 149 | |
| 6,..... | 59 | |
| 7,..... | 10 | |
| 8,..... | 26 | |
| 9,..... | 21 | |
| 10,..... | 24 | |
| 11,..... | 19 | |
| 12,..... | 22 | |
| 13,..... | 179 | |
| Total, 12 Districts, .. | 1,771 | |

| BURLINGTON. | | |
|------------------------|-------|-------|
| Districts. | Enum. | 1893. |
| First,..... | 33 | |
| Second,..... | 18 | |
| Third,..... | 38 | |
| Fourth,..... | 37 | |
| Fifth,..... | 16 | |
| Sixth,..... | 19 | |
| Seventh,..... | 16 | |
| Eighth,..... | 12 | |
| Ninth,..... | 128 | |
| Total, 9 Districts, .. | 317 | |

| CANTON. | | |
|------------------------|-----|--|
| Collinsville,..... | 375 | |
| Suffrage,..... | 40 | |
| River,..... | 67 | |
| East Hill,..... | 19 | |
| Centre,..... | 30 | |
| South Centre,..... | 36 | |
| North,..... | 30 | |
| West,..... | 22 | |
| Total, 8 Districts, .. | 619 | |

| EAST GRANBY. | | |
|------------------------|-----|--|
| 1,..... | 35 | |
| 2,..... | 19 | |
| 3,..... | 34 | |
| 4,..... | 10 | |
| 5,..... | 4 | |
| 6,..... | 22 | |
| Total, 6 Districts, .. | 124 | |

| EAST HARTFORD. | | |
|-------------------------|-------|--|
| 1, North,..... | 42 | |
| 2, Second North,... | 232 | |
| 3, Centre,..... | 275 | |
| 4, Second South,... | 89 | |
| 5, Hockanum,..... | 80 | |
| 6, South Middle,... | 30 | |
| 7, South East,..... | 27 | |
| 8, Burnside,..... | 248 | |
| 9, Meadow,..... | 152 | |
| 10, Long Hill,..... | 24 | |
| Total, 10 Districts, .. | 1,199 | |

| EAST WINDSOR. | | |
|-------------------------|-----|--|
| 1,..... | 30 | |
| 2,..... | 9 | |
| 3,..... | 37 | |
| 4,..... | 26 | |
| 5,..... | 206 | |
| 6,..... | 25 | |
| 7,..... | 29 | |
| 8,..... | 261 | |
| 9,..... | 14 | |
| 10,..... | 52 | |
| 11,..... | 37 | |
| Total, 11 Districts, .. | 2 | |

| ENFIELD. | | |
|-----------------------|-------|-------|
| Districts. | Enum. | 1893. |
| Consolidated,..... | 1,613 | |
| Total, 1 District, .. | 1,613 | |

| FARMINGTON. | | |
|------------------------|-----|--|
| Center,..... | 166 | |
| East Farms,..... | 31 | |
| North East,..... | 9 | |
| Scott's Swamp,..... | 20 | |
| Union,..... | 414 | |
| Waterville,..... | 12 | |
| West,..... | 38 | |
| Total, 7 Districts, .. | 690 | |

| GLASTONBURY. | | |
|-------------------------|-----|--|
| 1, Naubuc,..... | 95 | |
| 2, Center,..... | 85 | |
| 3, Green,..... | 50 | |
| 4, Old Church,..... | 36 | |
| 5, Addison,..... | 51 | |
| 6, S. Center,..... | 63 | |
| 7, Taylortown,..... | 19 | |
| 8, Matson Hill,..... | 20 | |
| 9, Twine Mill,..... | 74 | |
| 10, Nayaug,..... | 26 | |
| 11, North St.,..... | 23 | |
| 12, Wassuc,..... | 36 | |
| 13, Middle,..... | 16 | |
| 14, Hill,..... | 12 | |
| 15, North East,..... | 23 | |
| 16, Goslee,..... | 10 | |
| 17, Neipsic,..... | 42 | |
| 18, Williams,..... | 32 | |
| Total, 18 Districts, .. | 713 | |

| GRANBY. | | |
|-------------------------|-----|--|
| 1,..... | 57 | |
| 2,..... | 27 | |
| 3,..... | 6 | |
| 4,..... | 37 | |
| 5,..... | 16 | |
| 6,..... | 29 | |
| 8,..... | 19 | |
| 9,..... | 16 | |
| 10,..... | 19 | |
| 11,..... | 15 | |
| Total, 10 Districts, .. | 241 | |

| HARTLAND. | | |
|--------------------|----|--|
| West Parish. | | |
| Center,..... | 8 | |
| Mill,..... | 17 | |
| South Hollow,..... | 15 | |
| South West,..... | 8 | |

HARTFORD COUNTY—continued.

| East Parish. | | |
|------------------------|-------|-------|
| Districts. | Enum. | 1893. |
| Center, | | 20 |
| North East, | | 8 |
| South West, | | 7 |
| North Hollow, | | 7 |
| Total, 8 Districts, .. | | 90 |

| MANCHESTER. | | |
|------------------------|--|-------|
| 1, | | 51 |
| 2, | | 78 |
| 3, | | 86 |
| 4, | | 105 |
| 5, | | 70 |
| 6, | | 55 |
| 7, | | 113 |
| 8, | | 438 |
| 9, | | 997 |
| Total, 9 Districts, .. | | 1,993 |

| MARLBOROUGH. | | |
|------------------------|--|-----|
| Center, | | 34 |
| North, | | 14 |
| North West, | | 61 |
| South, | | 10 |
| Total, 4 Districts, .. | | 119 |

| NEW BRITAIN. | | |
|-----------------------|--|-------|
| Consolidated, | | 4,476 |
| Total, 1 District, .. | | 4,476 |

| NEWINGTON. | | |
|------------------------|--|-----|
| North, | | 78 |
| Middle, | | 70 |
| South, | | 41 |
| South East, | | 28 |
| Total, 4 Districts, .. | | 217 |

| PLAINVILLE. | | |
|-----------------------|--|-----|
| Consolidated, | | 379 |
| Total, 1 District, .. | | 379 |

| NEW HAVEN. | | |
|------------------------|--|--------|
| City District, | | 19,409 |
| Westville, | | 421 |
| South, | | 75 |
| Total, 3 Districts, .. | | 19,905 |

| ANSONIA. | | |
|-----------------------|--|-------|
| Consolidated, | | 2,445 |
| Total, 1 District, .. | | 2,445 |

| BEACON FALLS. | | |
|-----------------------|--|----|
| Consolidated, | | 89 |
| Total, 1 District, .. | | 89 |

| ROCKY HILL. | | |
|------------------------|-------|-------|
| Districts. | Enum. | 1893. |
| North, | | 30 |
| Center, | | 78 |
| South, | | 53 |
| West, | | 41 |
| Total, 4 Districts, .. | | 202 |

| SIMSBURY. | | |
|-------------------------|--|-----|
| Center, | | 51 |
| Hop Meadow, | | 47 |
| East Weatogue, | | 25 |
| West Weatogue, | | 23 |
| Meadow Plain, | | 12 |
| Bushy Hill, | | 19 |
| West Simsbury, | | 36 |
| New District, | | 28 |
| Union, | | 20 |
| Westover's Plain, | | 14 |
| Terry's Plain, | | 22 |
| Tariffville, | | 82 |
| Total, 12 Districts, .. | | 379 |

| SOUTHINGTON. | | |
|-------------------------|--|-------|
| 1, | | 531 |
| 2, | | 38 |
| 3, | | 48 |
| 4, | | 250 |
| 5, | | 36 |
| 6, | | 22 |
| 7, | | 14 |
| 8, | | 32 |
| 9, | | 12 |
| 10, | | 65 |
| 11, | | 80 |
| Total, 11 Districts, .. | | 1,128 |

| SOUTH WINDSOR. | | |
|-------------------------|--|-----|
| First, | | 31 |
| Second, | | 28 |
| Third, | | 46 |
| Fourth, | | 44 |
| Fifth, | | 45 |
| Sixth, | | 10 |
| Seventh, | | 46 |
| Eighth, | | 44 |
| Ninth, | | 22 |
| Tenth, | | 25 |
| Joint Districts, | | 33 |
| Total, 10 Districts, .. | | 374 |

NEW HAVEN COUNTY.

| BETHANY. | | |
|------------------------|--|----|
| 1, Center, | | 26 |
| 2, Gate, | | 29 |
| 3, Smith, | | 6 |
| 4, Downs, | | 15 |
| 5, Beecher, | | 19 |
| Total, 5 Districts, .. | | 95 |

| BRANFORD. | | |
|-----------------------|--|-----|
| Union, | | 892 |
| Total, 1 District, .. | | 892 |

| SUFFIELD. | | |
|-------------------|-------|-------|
| Districts. | Enum. | 1893. |
| North West, | | 52 |
| South, | | 73 |
| East, | | 44 |
| South East, | | 61 |
| North, | | 36 |
| North East, | | 60 |
| Center, | | 148 |

| 2d Society. | | |
|-------------------------|--|-----|
| Center, | | 68 |
| South, | | 37 |
| West, | | 29 |
| North, | | 43 |
| Total, 11 Districts, .. | | 651 |

| WEST HARTFORD. | | |
|-----------------------|--|-----|
| Union, | | 462 |
| Total, 1 District, .. | | 462 |

| WETHERSFIELD. | | |
|------------------------|--|-----|
| First, | | 91 |
| Second, | | 95 |
| Third, | | 44 |
| Fourth, | | 63 |
| Fifth, | | 46 |
| Sixth, | | 47 |
| Total, 6 Districts, .. | | 386 |

| WINDSOR. | | |
|-------------------------|--|-----|
| 1, | | 53 |
| 2, | | 36 |
| 3, | | 148 |
| 4, | | 61 |
| 5, | | 26 |
| 6, | | 49 |
| 7, | | 24 |
| 8, | | 24 |
| 9, | | 134 |
| 10, | | 47 |
| Total, 10 Districts, .. | | 602 |

| WINDSOR LOCKS. | | |
|-----------------------|--|-----|
| Union, | | 643 |
| Total, 1 District, .. | | 643 |

| CHESHIRE. | | |
|-------------------------|--|-----|
| 1, | | 71 |
| 2, | | 18 |
| 3, | | 30 |
| 4, | | 14 |
| 5, | | 16 |
| 6, | | 24 |
| 7, | | 29 |
| 8, | | 24 |
| 9, | | 23 |
| 10, | | 21 |
| 11, | | 23 |
| 12, | | 57 |
| Total, 12 Districts, .. | | 350 |

NEW HAVEN COUNTY — *continued.*

| DERBY. | | MILFORD. | | PROSPECT. | |
|--------------------------|-------------|---------------------------|-------------|--------------------------|-------------|
| Districts. | Enum. 1893. | Districts. | Enum. 1893. | Districts. | Enum. 1893. |
| Consolidated, | 1,551 | Union, | 738 | Union, | 91 |
| Total, 1 District, .. | 1,551 | Total, 1 District, .. | 738 | Total, 1 District, .. | 91 |
| EAST HAVEN. | | NAUGATUCK. | | SEYMOUR. | |
| Union, | 111 | 1, Union Center, | 997 | Consolidated, | 752 |
| North, | 38 | 2, Union City, | 383 | Total, 1 District, .. | 752 |
| Total, 2 Districts, .. | 149 | 3, Millville, | 60 | | |
| GUILFORD. | | 4, Middle, | 33 | SOUTHURY. | |
| 1, Union, | 323 | 5, Straitsville, | 21 | 1, White Oak, | 20 |
| 2, Clapboard Hill, .. | 13 | 6, Pond Hill, | 33 | 2, Bullet Hill, | 40 |
| 3, Nut Plains, | 15 | Total, 6 Districts, .. | 1,527 | 3, Southford, | 21 |
| 5, Moose Hill, | 6 | NORTH BRANFORD. | | 4, Kettletown, | 5 |
| 6, Leete's Island, | 62 | First, | 21 | 5, South Britain, | 41 |
| 7, Sachem's Head, | 4 | Second, | 66 | 6, Pierce Hollow, | 26 |
| 8, N. G., South, | 20 | Third, | 20 | 7, Purchase, | 44 |
| 9, N. G., Center, | 15 | Fourth, | 11 | 8, Wapping, | 25 |
| 10, N. G., North, | 16 | Fifth, | 9 | 9, Pootatuck, | 10 |
| 11, N. G., Bluff, | 7 | Sixth, | 21 | Total, 9 Districts, .. | 232 |
| Joint Districts, | 14 | Seventh, | 27 | | |
| Total, 10 Districts, .. | 495 | Total, 7 Districts, .. | 175 | WALLINGFORD. | |
| HAMDEN. | | NORTH HAVEN. | | 1, Cook Hill, | 23 |
| 1, | 37 | 1, | 28 | 2, Parker's Farms, .. | 34 |
| 2, | 11 | 2, | 49 | 3, Yalesville, | 157 |
| 3, | 51 | 3, | 69 | 4, North Farms, | 24 |
| 4, | 105 | 4, | 85 | 5, 6, Central, | 1,270 |
| 5, | 86 | 5, | 7 | 7, Pond Hill, | 36 |
| 6, | 43 | 6, | 22 | 8, East Farms, | 22 |
| 7, | 35 | 7, | 33 | 9, N. E. Farms, | 20 |
| 8, | 143 | 8, | 59 | 10, Tyler's Mills, | 16 |
| 9, | 123 | Total, 8 Districts, .. | 352 | Total, 9 Districts, .. | 1,602 |
| 10, | 27 | | | | |
| 11, | 54 | ORANGE. | | WATERBURY. | |
| 12, | 26 | Union, | 760 | Center, | 8,869 |
| 13, | 173 | Northern, | 149 | Hopeville, | 283 |
| Total, 13 Districts, .. | 914 | Western, | 43 | Waterville, | 166 |
| MADISON. | | First, | 21 | East Farms, | 29 |
| Consolidated, | 227 | Second, | 57 | Saw Mill Plains, | 78 |
| Total, 1 District, .. | 227 | Third, | 26 | Buck's Hill, | 63 |
| MERIDEN. | | Fourth, | 9 | Bunker Hill, | 55 |
| Corner, | 2,114 | Tyler City, | 38 | Oronoke, | 79 |
| Center, | 940 | Total, 8 Districts, .. | 1,103 | Town Plot, | 91 |
| West, | 1,099 | OXFORD. | | East Mountain, | 40 |
| Railroad, | 435 | 1, Center, | 39 | South Brooklyn, | 71 |
| Old Road, | 501 | 2, Quakers' Farms, .. | 14 | Total, 11 Districts, .. | 9,824 |
| Prattsville, | 649 | 3, Chestnut Tree Hill, .. | 25 | | |
| Hanover, | 208 | 4, Christian Street, .. | 12 | WOLCOTT. | |
| Farms, | 64 | 5, Five Mile Hill, | 10 | Union, | 127 |
| East, | 78 | 6, Riggs Street, | 17 | Total, 1 District, .. | 127 |
| North East, | 61 | 7, Bowers' Hill, | 18 | | |
| South East, | 34 | 8, Hull's Hill, | 18 | WOODBIDGE. | |
| North West, | 36 | 9, Zoar Bridge, | 12 | Consolidated, | 173 |
| Total, 12 Districts, .. | 6,219 | 10, Shrub Oak, | 21 | Total, 1 District, .. | 173 |
| MIDDLEBURY. | | 11, Red Oak, | 11 | | |
| 1, | 20 | 12, Rock House Hill, .. | 15 | | |
| 2, | 27 | Total, 12 Districts, .. | 212 | | |
| 3, | 23 | | | | |
| 4, | 47 | | | | |
| 5, | 12 | | | | |
| 6, | 6 | | | | |
| Total, 6 Districts, .. | 135 | | | | |

NEW LONDON COUNTY.

| NEW LONDON. | | |
|-----------------------|-------|-------|
| Districts. | Enum. | 1893. |
| Union,..... | 2,865 | |
| Total, 1 District,... | 2,865 | |

| NORWICH. | | |
|-------------------------|-------|--|
| Norwich Town,..... | 254 | |
| Central, | 1,548 | |
| West Chelsea,..... | 957 | |
| Greenville,..... | 914 | |
| Wequonnock,..... | 940 | |
| Falls, or Third,..... | 290 | |
| West Town Street,... | 114 | |
| Mill, or Yantic,..... | 71 | |
| East Great Plain,..... | 57 | |
| Scotland Road,..... | 15 | |
| Plain Hill,..... | 14 | |
| Wawecus Hill,..... | 15 | |
| Total, 12 Districts,... | 5,189 | |

| BOZRAH. | | |
|------------------------|-----|--|
| First,..... | 30 | |
| Second,..... | 19 | |
| Third,..... | 30 | |
| Fourth,..... | 10 | |
| Fifth,..... | 52 | |
| Sixth,..... | 79 | |
| Seventh,..... | 18 | |
| Total, 7 Districts,... | 238 | |

| COLCHESTER. | | |
|-------------------------|-----|--|
| First,..... | 347 | |
| Second,..... | 32 | |
| Third,..... | 37 | |
| Fourth,..... | 24 | |
| Fifth,..... | 74 | |
| Sixth,..... | 17 | |
| Seventh,..... | 18 | |
| Center, Westchester,... | 19 | |
| North East,..... | 26 | |
| North West,..... | 15 | |
| South East,..... | 13 | |
| South West,..... | 20 | |
| Total, 12 Districts,... | 642 | |

| EAST LYME. | | |
|------------------------|-----|--|
| 1, Hill,..... | 40 | |
| 2, Flanders,..... | 45 | |
| 3, Boston,..... | 13 | |
| 4, Niantic,..... | 147 | |
| 5, Black Point,..... | 57 | |
| 6, Mack's Mill,..... | 6 | |
| 7, Toad Rock,..... | 35 | |
| 8, River Head,..... | 35 | |
| 9, Walnut Hill,..... | 18 | |
| Total, 9 Districts,... | 396 | |

| FRANKLIN. | | |
|------------------------|----|--|
| 2,..... | 16 | |
| 3,..... | 10 | |
| 4,..... | 15 | |
| 5,..... | 12 | |
| 6,..... | 11 | |
| 7,..... | 16 | |
| 8,..... | 15 | |
| Total, 7 Districts,... | 95 | |

| GRISWOLD. | | |
|-------------------------|-------|-------|
| Districts. | Enum. | 1893. |
| 1,..... | 10 | |
| 2,..... | 23 | |
| 3,..... | 12 | |
| 4,..... | 12 | |
| 5,..... | 10 | |
| 6,..... | .. | |
| 7,..... | 27 | |
| 8,..... | 79 | |
| 9,..... | 13 | |
| 10,..... | 5 | |
| 11,..... | 7 | |
| 12,..... | 472 | |
| 13,..... | 11 | |
| 14,..... | 30 | |
| Total, 14 Districts,... | 711 | |

| GROTON. | | |
|-------------------------|-------|--|
| 1,..... | 268 | |
| 2,..... | 54 | |
| 3,..... | 37 | |
| 4,..... | 32 | |
| 5,..... | 222 | |
| 6,..... | 56 | |
| 7,..... | 74 | |
| 8,..... | 36 | |
| 9,..... | 19 | |
| 10,..... | 100 | |
| 11,..... | 169 | |
| Joint District,..... | 19 | |
| Total, 11 Districts,... | 1,086 | |

| LEBANON. | | |
|-------------------------|-----|--|
| 1,..... | 22 | |
| 2,..... | 14 | |
| 3,..... | 17 | |
| 4,..... | 11 | |
| 5,..... | 21 | |
| 6,..... | 47 | |
| 7,..... | 17 | |
| 8,..... | 9 | |
| 9,..... | 31 | |
| 10,..... | 30 | |
| 11,..... | 5 | |
| 12,..... | 22 | |
| 13,..... | 34 | |
| 14,..... | 18 | |
| 15,..... | 10 | |
| 16,..... | 20 | |
| Total, 16 Districts,... | 328 | |

| LEDYARD. | | |
|-------------------------|-----|--|
| 1,..... | 14 | |
| 2,..... | 23 | |
| 3,..... | 29 | |
| 4,..... | 22 | |
| 5,..... | 12 | |
| 6,..... | 15 | |
| 7,..... | 15 | |
| 8,..... | 24 | |
| 9,..... | 6 | |
| 10,..... | 10 | |
| 11,..... | 27 | |
| 12,..... | 23 | |
| 13,..... | 37 | |
| 14,..... | 17 | |
| Total, 14 Districts,... | 274 | |

| LISBON. | | |
|------------------------|-------|-------|
| Districts. | Enum. | 1893. |
| 1, Newent,..... | 13 | |
| 2,..... | 15 | |
| 3,..... | 32 | |
| 4,..... | 16 | |
| 5,..... | 18 | |
| 6,..... | 11 | |
| Total, 6 Districts,... | 105 | |

| LYME. | | |
|--------------------------|-----|--|
| 1, Bill Hill,..... | 26 | |
| 2, Pleasant Valley,... | 13 | |
| 3, Joshuatown,..... | 20 | |
| 4, North Grassy Hill,... | 9 | |
| 5, South Grassy Hill,... | 22 | |
| 6, Sterling City,... | 38 | |
| 7, Hadlyme,..... | 42 | |
| Total, 7 Districts,... | 170 | |

| MONTVILLE. | | |
|-------------------------|-----|--|
| 1,..... | 34 | |
| 2,..... | 13 | |
| 3,..... | 11 | |
| 4,..... | 210 | |
| 5,..... | 20 | |
| 6,..... | 16 | |
| 7,..... | 10 | |
| 9,..... | 21 | |
| 10,..... | 148 | |
| 11,..... | 21 | |
| 12,..... | 36 | |
| 13,..... | 35 | |
| Total, 12 Districts,... | 575 | |

| NORTH STONINGTON. | | |
|-------------------------|-----|--|
| 1,..... | 11 | |
| 2,..... | 45 | |
| 3,..... | 31 | |
| 4,..... | 48 | |
| 5,..... | 14 | |
| 6,..... | 28 | |
| 7,..... | 16 | |
| 8,..... | 7 | |
| 9,..... | 11 | |
| 10,..... | 16 | |
| 11,..... | 16 | |
| 12,..... | 7 | |
| 13,..... | 16 | |
| 14,..... | 38 | |
| 15,..... | 12 | |
| Total, 15 Districts,... | 316 | |

| OLD LYME. | | |
|------------------------|-----|--|
| First,..... | 82 | |
| Second,..... | 21 | |
| Third,..... | 14 | |
| Fourth,..... | 13 | |
| Fifth,..... | 29 | |
| Sixth,..... | 14 | |
| Seventh,..... | 24 | |
| Eighth,..... | 12 | |
| Total, 8 Districts,... | 209 | |

NEW LONDON COUNTY—continued.

| PRESTON. | |
|-------------------------|-------------|
| Districts. | Enum. 1895. |
| 1, Long Society,..... | 142 |
| 2, Bridge,..... | 232 |
| 3, Palmer,..... | 13 |
| 4, Poquetannock,.... | 82 |
| 5, Haskell,..... | 30 |
| 6, Brewster's Neck,... | 33 |
| 7, Preston City,.... | 21 |
| 8, Broad Brook,..... | 2 |
| 9, Brown,..... | 20 |
| 10, Kimball,..... | 20 |
| 11, Crary,..... | 9 |
| 12, Plains,..... | 17 |
| Total, 12 Districts,... | 621 |

| SALEM. | |
|------------------------|----|
| 1,..... | 9 |
| Central, 2 and 3,.... | 20 |
| 4,..... | 15 |
| 5,..... | 13 |
| 6,..... | 14 |
| 7,..... | 6 |
| 8,..... | 13 |
| Total, 7 Districts,... | 90 |

| BRIDGEPORT. | |
|-------------------------|--------|
| Union,..... | 13,131 |
| Total, 1 District,... | 13,131 |
| DANBURY. | |
| Center,..... | 2,984 |
| South Center,..... | 801 |
| Mill Plain,..... | 52 |
| Beaver Brook,..... | 114 |
| Great Plain,..... | 40 |
| King Street,..... | 41 |
| Miry Brook,..... | 51 |
| Middle River,..... | 53 |
| Pembroke,..... | 28 |
| Westville,..... | 22 |
| Long Ridge,..... | 26 |
| Star's Plain,..... | 14 |
| Deer Hill,..... | 151 |
| Total, 13 Districts,... | 4,377 |

| BETHEL. | |
|------------------------|-----|
| Union,..... | 771 |
| Total, 1 District,... | 771 |
| BROOKFIELD. | |
| 1,..... | 35 |
| 2,..... | 20 |
| 3,..... | 33 |
| 4,..... | 33 |
| 5,..... | 22 |
| 6,..... | 24 |
| 7,..... | 17 |
| 8,..... | 16 |
| Total, 8 Districts,... | 200 |

| DARIEN. | |
|------------------------|-----|
| 1, Noroton,..... | 115 |
| 2, Center,..... | 155 |
| 3, Ox Ridge,..... | 45 |
| 4, Holmes,..... | 51 |
| Total, 4 Districts,... | 366 |

| SPRAGUE. | |
|------------------------|-------------|
| Districts. | Enum. 1895. |
| 1, Baltic,..... | 150 |
| 2, Potopogue,..... | 18 |
| 3, Hanover,..... | 55 |
| 4, Branch,..... | 20 |
| 5, Versailles,..... | 134 |
| Total, 5 Districts,... | 377 |

| STONINGTON. | |
|-------------------------|-------|
| 1, Road,..... | 21 |
| 2, Quiambog,..... | 20 |
| 3, Mystic Bridge,.... | 119 |
| 4, Mason's Island,.... | 9 |
| 6, Old Mystic,..... | 89 |
| 7, Wheeler,..... | 13 |
| 9, Borough,..... | 419 |
| 10, Wequetequock,.... | 37 |
| 11, Pawcatuck,..... | 42 |
| 13, Randall,..... | 23 |
| 14,..... | 9 |
| 15, Williams,..... | 3 |
| 16, Liberty Street,... | 301 |
| 18, Palmer Street,.... | 384 |
| 19, Harbor,..... | 20 |
| Total, 15 Districts,... | 1,509 |

FAIRFIELD COUNTY.

| EASTON. | |
|-------------------------|-----|
| 1, Center, .. | 22 |
| 3, Narrows,... | 33 |
| 4, Union,..... | 13 |
| 5,..... | 12 |
| 6, Judd,..... | 12 |
| 7, Rock House,.... | 12 |
| 9,..... | 11 |
| 10,..... | 26 |
| Total, 8 Districts,... | 141 |
| FAIRFIELD. | |
| Southport,..... | 214 |
| Middle,..... | 166 |
| Mill Plain,..... | 121 |
| Greenfield Hill,.... | 28 |
| Jenning's Wood,.... | 36 |
| North,..... | 42 |
| Holland Hill,..... | 27 |
| Bulkely's,..... | 34 |
| Stratfield,..... | 50 |
| Hoyden's Hill,.... | 19 |
| Banks, North,.... | 18 |
| " South,..... | 25 |
| Burr's,..... | 30 |
| Deerfield,..... | 18 |
| Total, 14 Districts,... | 828 |

| GREENWICH. | |
|-------------------------|-----|
| 1, Meeting House,... | 698 |
| 2, Cos Cob,..... | 102 |
| 3, Sound Beach,.... | 121 |
| 4, Mianus,..... | 83 |
| 5, North Mianus,.... | 55 |
| 6, North Cos Cob,... | 26 |
| 7, S. Stanwich,.... | 42 |
| 8, N. Stanwich,.... | 29 |
| 9, Banksville,.... | 8 |
| 10, Round Hill,.... | 48 |
| 11, Quaker Ridge,.... | 40 |
| 12, North Street,.... | 48 |
| 13, Clapboard Ridge,... | 35 |

| VOLUNTOWN. | |
|------------------------|-------------|
| Districts. | Enum. 1895. |
| 3,..... | 7 |
| 4,..... | 182 |
| 5,..... | 20 |
| 6,..... | 14 |
| 7,..... | 11 |
| 8,..... | 7 |
| 9,..... | 5 |
| 10,..... | 19 |
| Total, 8 Districts,... | 265 |

| WATERFORD. | |
|-------------------------|-----|
| 1, Lake's Pond,..... | 27 |
| 2, Upper Quaker Hill, | 41 |
| 3, Lower Quaker Hill, | 72 |
| 4, Durfee Hill,..... | 70 |
| 5, Jordan,..... | 141 |
| 6, Cohanzie,..... | 126 |
| 7, East Lake's Pond,... | 25 |
| 8, Gilead,..... | 19 |
| 9, Spithead,..... | 32 |
| 10, West Neck,..... | 53 |
| 11, East Neck,..... | 32 |
| Total, 11 Districts,... | 638 |

| | |
|-------------------------|-------|
| 14, Peck's Land,..... | 24 |
| 15, Riversville,..... | 59 |
| 16, Glenville,..... | 131 |
| 17, King Street,..... | 41 |
| 18, Byram,..... | 233 |
| 19, E. Port Chester,... | 298 |
| 20, Pemberwick,..... | 39 |
| Total, 20 Districts,... | 2,160 |

| HUNTINGTON. | |
|-------------------------|-------|
| Center,..... | 25 |
| Trapfall,..... | 15 |
| Isinglass,..... | 15 |
| Booth's Hill,..... | 12 |
| Walnut-tree Hill,.... | 22 |
| Upper White Hills,... | 28 |
| Lower White Hills,... | 13 |
| French,..... | 32 |
| Coram,..... | 22 |
| Long Hill,..... | 22 |
| Mill,..... | 8 |
| Ferry,..... | 790 |
| Total, 12 Districts,... | 1,003 |

| MONROE. | |
|------------------------|-----|
| Center,..... | 25 |
| Cutler's Farms,.... | 32 |
| Stepney,..... | 40 |
| Birdsey's Plains,.... | 29 |
| Eastern,..... | 14 |
| Elm Street,..... | 25 |
| Walker's Farms,..... | 17 |
| Total, 7 Districts,... | 182 |

| NEW CANAAN. | |
|-------------|-----|
| 1,..... | 285 |
| 2,..... | 28 |
| 3,..... | 36 |
| 4,..... | 48 |
| 5,..... | 23 |
| 6,..... | 35 |

FAIRFIELD COUNTY—continued.

| Districts. | Enum. 1893. |
|-------------------------|-------------|
| 7, | 26 |
| 8, | 27 |
| 9, | 32 |
| 10, | 11 |
| 11, | 12 |
| Total, 11 Districts, .. | 563 |

| NEW FAIRFIELD. | |
|------------------------|-----|
| East Center, | 33 |
| West Center, | 29 |
| Pondville, | 19 |
| Centerville, | 31 |
| Great Meadow, | 27 |
| Wood Creek, | 9 |
| Total, 6 Districts, .. | 148 |

| NEWTOWN. | |
|-------------------------|-----|
| Flat Swamp, | 8 |
| Gray's Plain, | 16 |
| Gregory's Orchard, .. | 21 |
| Half Way River, | 13 |
| Hanover, | 19 |
| Head of the Meadow, .. | 2 |
| Hopewell, | 9 |
| Huntingtown, | 25 |
| Lake George, | 9 |
| Land's End, | 44 |
| Middle, | 60 |
| Middle Gate, | 17 |
| North Center, | 47 |
| Palestine, | 30 |
| Pohtatuck, | 83 |
| Sandy Hook, | 143 |
| South Center, | 20 |
| Taunton, | 49 |
| Toddy Hill, | 31 |
| Walnut-tree Hill, | 32 |
| Zoar, | 43 |
| Total, 21 Districts, .. | 721 |

| NORWALK. | |
|-----------------------------|-------|
| 1, South Norwalk, ... | 1,262 |
| 2, Over River, | 710 |
| 3, Center, | 504 |
| 4, East Norwalk, ... | 588 |
| 5, North West, | 182 |
| 6, Broad River, | 131 |
| 7, South 5-Mile River, .. | 175 |
| 8, North Center, | 203 |
| 9, West Norwalk, ... | 69 |
| 10, Middle 5-Mile River, .. | 80 |
| 11, North East, | 60 |
| Total, 11 Districts, .. | 3,964 |

| ASHFORD. | |
|-------------------------|-----|
| 1, | 23 |
| 2, | 10 |
| 3, | 12 |
| 4, | 14 |
| 5, | 18 |
| 6, | 2 |
| 7, | 9 |
| 8, | 17 |
| 9, | 11 |
| 10, | 9 |
| Total, 10 Districts, .. | 125 |

| REDDING. | |
|-------------------------|-------------|
| Districts. | Enum. 1893. |
| 1, Center, | 36 |
| 2, Redding Ridge, ... | 28 |
| 3, Couch Hill, | 28 |
| 4, Diamond Hill, ... | 25 |
| 5, Boston, | 39 |
| 6, Hull, | 5 |
| 7, Umpawaug, | 42 |
| 8, Lunetown, | 17 |
| 9, Pickett's Ridge, ... | 9 |
| 10, Foundry, | 15 |
| Joint Districts, ... | 56 |
| Total, 10 Districts, .. | 300 |

| RIDGEFIELD. | |
|-------------------------|-----|
| 1, Scotland, | 28 |
| 3, Limestone, | 24 |
| 4, Titicus, | 64 |
| 5, West Mountain, ... | 30 |
| 6, Center, | 98 |
| 7, West Lane, | 35 |
| 8, Whipstick, | 28 |
| 9, Flat Rock, | 23 |
| 10, Branchville, | 30 |
| 11, Florida, | 20 |
| 12, Farmingville, | 20 |
| 13, N. Ridgebury, | 15 |
| 14, S. Ridgebury, ... | 14 |
| Total, 13 Districts, .. | 429 |

| SHERMAN. | |
|------------------------|-----|
| 1, | 30 |
| 2, | 23 |
| 3, | 33 |
| 4, | 14 |
| 5, | 18 |
| 6, | 13 |
| Total, 6 Districts, .. | 131 |

| STAMFORD | |
|------------------------|-------|
| Consolidated, | 3,776 |
| Total, 1 District, ... | 3,776 |

| STRATFORD. | |
|------------------------|-----|
| First, | 509 |
| Putney, | 39 |
| Oronoque, | 24 |
| Total, 3 Districts, .. | 572 |

WINDHAM COUNTY.

| BROOKLYN. | |
|------------------------|-----|
| 1, | 82 |
| 2, | 28 |
| 3, | 17 |
| 4, | 10 |
| 5, | 54 |
| 6, | 7 |
| 7, | 10 |
| 8, | 13 |
| 9, | 367 |
| Total, 9 Districts, .. | 588 |

| TRUMBULL. | |
|------------------------|-------------|
| Districts. | Enum. 1893. |
| Tashua, | 23 |
| Long Hill, | 80 |
| Chestnut Hill, | 35 |
| White Plains, | 60 |
| Daniels' Farm, | 21 |
| Nichols' Farm, | 65 |
| Total, 6 Districts, .. | 284 |

| WESTON. | |
|------------------------|-----|
| Middle, | 32 |
| Forge, | 34 |
| Upper Parish, | 32 |
| Good Hill, | 34 |
| Lyons Plains, | 28 |
| Total, 5 Districts, .. | 160 |

| WESTPORT. | |
|-------------------------|-----|
| East Saugatuck, | 128 |
| West Saugatuck, | 119 |
| Compo, | 131 |
| Green's Farms, | 74 |
| South Saugatuck, | 112 |
| Cross Highway, | 101 |
| East Long Lots, | 36 |
| West Long Lots, | 56 |
| Poplar Plain, | 24 |
| North, | 22 |
| Total, 10 Districts, .. | 803 |

| WILTON. | |
|-------------------------|-----|
| 1, | 29 |
| 2, | 27 |
| 3, | 32 |
| 4, | 33 |
| 5, | 21 |
| 6, | 45 |
| 7, | 38 |
| 8, | 7 |
| 9, | 25 |
| 10, | 100 |
| Total, 10 Districts, .. | 357 |

| CANTERBURY. | |
|-------------------------|-----|
| 1, Packerville, | 13 |
| 2, Baldwin, | 9 |
| 3, Willoughby, | 19 |
| 4, Green, | 16 |
| 5, Hyde, | 4 |
| 6, North Society, | 9 |
| 7, Frost, | 33 |
| 8, Peck, | 15 |
| 9, Smith, | 17 |
| 10, Westminster, | 28 |
| 11, Raymond, | 9 |
| Total, 11 Districts, .. | 172 |

WINDHAM COUNTY—*continued.*[illegible]

LITCHFIELD COUNTY.

| LITCHFIELD. | | BETHLEHEM. | | CANAAN. | |
|------------------------|-----|------------------------|-----|------------------------|-----|
| Consolidated,..... | 625 | 1, | 23 | 1, | 40 |
| Total, 1 District, .. | 625 | 2, | 10 | 2, | 21 |
| | | 3, | 6 | 3, | 10 |
| | | 4, | 7 | 4, | 21 |
| | | 5, | 15 | 5, | 19 |
| | | 6, | 18 | 6, | 13 |
| | | 7, | 7 | 7, | 42 |
| | | Total, 7 Districts, .. | 86 | 9, | 18 |
| | | | | Total, 8 Districts, .. | 184 |
| BARKHAMSTED. | | BRIDGEWATER. | | COLEBROOK. | |
| 1, Center, | 20 | 1, | 55 | River, | 72 |
| 2, Center Hill, | 18 | 2, | 27 | Forge, | 30 |
| 3, Washington Hill, .. | 19 | 3, | 18 | Beach Hill, | 15 |
| 4, North East, | 11 | 4, | 25 | North, | 9 |
| 5, South East, | 16 | 5, | 9 | | |
| 6, South Hollow, | 11 | | | | |
| 7, North Hollow, | 9 | | | | |
| 8 Green, | 30 | | | | |
| 9, Riverton, | 41 | | | | |
| 10, Valley, | 14 | | | | |
| 11, Mallory, | 29 | | | | |
| Total 11 Districts, .. | 218 | Total, 5 Districts, .. | 134 | | |

LITCHFIELD COUNTY — *continued.*

| <i>Districts.</i> | <i>Enum. 1893.</i> | <i>Districts.</i> | <i>Enum. 1893.</i> | <i>Districts.</i> | <i>Enum. 1893.</i> |
|-------------------------|--------------------|-------------------------|--------------------|---------------------------|--------------------|
| Rock,..... | 25 | NEW HARTFORD. | | 4, Good Hill,..... | 10 |
| Center,..... | 25 | North End,..... | 153 | 5, Warner's Mill,.... | 27 |
| South,..... | 28 | Greenwoods,..... | 347 | 7, North,..... | 36 |
| South West,..... | 11 | Pine Meadow,..... | 147 | 8, Weller,..... | 75 |
| West,..... | 15 | West Hill,..... | 17 | | |
| Total, 9 Districts,... | 230 | Town Hill,..... | 29 | Total, 7 Districts,... | 205 |
| | | Jakerville,..... | 43 | | |
| CORNWALL. | | Merrill,..... | 22 | | |
| 1,..... | 21 | South East Middle,... | 20 | SALISBURY. | |
| 2,..... | 22 | South East,..... | 27 | 1,..... | 14 |
| 3,..... | 8 | Fractional,..... | 20 | 2,..... | 223 |
| 4,..... | 14 | Total, 9 Districts,... | 825 | 3,..... | 21 |
| 5,..... | 11 | | | 4,..... | 74 |
| 6,..... | 15 | NEW MILFORD. | | 5,..... | 15 |
| 7,..... | 12 | 1, Center,..... | 236 | 6,..... | 7 |
| 8,..... | 42 | 2, Park Lane,..... | 44 | 7,..... | 151 |
| 9,..... | 26 | 3, Hill and Plain,... | 39 | 8,..... | 135 |
| 10,..... | 40 | 4, Second Hill,..... | 17 | 9,..... | 24 |
| 12,..... | 15 | 5, Upper Merryall,... | 16 | 10,..... | 41 |
| 13,..... | 16 | 6, Pickett,..... | 43 | 11,..... | 85 |
| 14,..... | 8 | 7, Chestnut Land,... | 27 | 12,..... | 8 |
| 15,..... | 57 | 8, Aspetuck,..... | 30 | 13,..... | 15 |
| 16,..... | 11 | 9, Maryland,..... | 17 | | |
| 17,..... | 10 | 10, Lower Merryall,... | 31 | Total, 13 Districts,... | 808 |
| Total, 15 Districts,... | 288 | 11, Waller,..... | 35 | | |
| | | 12, Hunt,..... | 14 | | |
| GOSHEN. | | 13, Long Mountain,... | 12 | SHARON. | |
| 1, Center,..... | 26 | 14, Gaylord,..... | 32 | 1, Hartwell,..... | 24 |
| 2, East Street,..... | 12 | 15, Northville,..... | 41 | 2, Consolidated,..... | 112 |
| 3,..... | 3 | 16, Jerusalem,..... | 9 | 3, Calkins,..... | 24 |
| 4,..... | 4 | 19, Prospect Hill,... | 94 | 4, Ameniam Union,... | 40 |
| 6, West Side,..... | 18 | 20, Lanesville,..... | 17 | 5, Gay Street,..... | 15 |
| 7,..... | 35 | Total, 18 Districts,... | 754 | 6, Sharon Mountain,... | 18 |
| 8,..... | 23 | NORFOLK. | | 7, White's Hollow,... | 13 |
| 9,..... | 9 | Center,..... | 129 | 8, Pine Swamp,..... | 17 |
| 10, Hall Meadow,... | 7 | West Norfolk,..... | 66 | 9, Sharon Valley,... | 73 |
| 12,..... | 12 | East Middle,..... | 28 | 10, Handlin,..... | 15 |
| Union Districts,... | 15 | North Middle,..... | 17 | 11, Mudgetown,..... | 14 |
| Total, 11 Districts,... | 164 | South Middle,..... | 13 | 12, Ellsworth, South St., | 10 |
| | | North Norfolk,..... | 11 | 13, Ellsworth, North St., | 11 |
| HARWINTON. | | North End,..... | 10 | 14, Ellsworth, East,... | 6 |
| Union,..... | 232 | South End,..... | 11 | 15, Perry,..... | 8 |
| Total, 1 District,... | 232 | South Norfolk,..... | 9 | 16, Hall,..... | 15 |
| | | Pond District,..... | 4 | 17, West Woods,..... | 9 |
| | | Crissey,..... | 14 | | |
| KENT. | | Total, 11 Districts,... | 312 | Total, 17 Districts,... | 424 |
| 1, Flanders,..... | 43 | NORTH CANAAN. | | | |
| 2, Plains,..... | 51 | 1,..... | 88 | THOMASTON. | |
| 3, North Kent,..... | 36 | 2,..... | 173 | Union,..... | 745 |
| 4, Macedonia,..... | 22 | 3,..... | 34 | Total, 1 District,... | 745 |
| 5, Bull's Bridge,..... | 24 | 4,..... | 28 | | |
| 6, South Kent,..... | 13 | 5,..... | 30 | TORRINGTON. | |
| 7, Geer Mountain,... | 8 | Total, 5 Districts,... | 353 | Union,..... | 1,616 |
| 8, Rock,..... | 9 | PLYMOUTH. | | Total, 1 District,... | 1,616 |
| 9, East Kent,..... | 18 | 1, Center,..... | 121 | | |
| 10, Fuller Mountain,... | 7 | 2, Terryville,..... | 198 | WARREN. | |
| 11, Skiff Mountain,... | 5 | 3, East Plymouth,... | 27 | Center,..... | 32 |
| 12, Kent Hollow,..... | 21 | 4, Holt,..... | 23 | College Farms,..... | 10 |
| 13, Ore Hill,..... | 9 | 5, Baldwin,..... | 14 | North,..... | 15 |
| Total, 13 Districts,... | 266 | 6, Greystone,..... | 16 | North East,..... | 16 |
| | | 7, Town Hill,..... | 38 | Pond,..... | 17 |
| MORRIS. | | 8, Allentown,..... | 12 | West,..... | 7 |
| 1,..... | 38 | Total, 8 Districts,... | 449 | South River,..... | 6 |
| 2,..... | 23 | ROXBURY. | | Total, 7 Districts,... | 103 |
| 3,..... | 17 | 1, Center,..... | 24 | | |
| 4,..... | 28 | 2, Painter Hill,..... | 21 | | |
| 5,..... | 10 | 3, Burritt,..... | 12 | | |
| 6,..... | 10 | | | | |
| Total, 6 Districts,... | 126 | | | | |

LITCHFIELD COUNTY—continued.

| WASHINGTON. | | |
|-----------------------|-------|-------|
| Districts. | Enum. | 1893. |
| Consolidated,..... | | 361 |
| Total, 1 District, .. | | 361 |

| WATERTOWN. | | |
|------------------------|-----|--|
| Center, | 275 | |
| Guernseytown, | 17 | |
| French Mountain, | 7 | |
| Linkfield, | 15 | |
| Nova Scotia, | 9 | |
| Polk, | 32 | |
| East Side, | 35 | |

| DISTRICTS. Enum 1893. | | |
|------------------------|----|-----|
| South, | 79 | |
| Poverty Street, | 21 | |
| Total, 9 Districts, .. | | 496 |

| WINCHESTER. | | |
|------------------------|-----|-------|
| 1, | 482 | |
| 3, | 13 | |
| 4, | 793 | |
| 5, | 20 | |
| 6, | 19 | |
| 7, | 32 | |
| 8, | 15 | |
| 9, | 21 | |
| Total, 8 Districts, .. | | 1,395 |

| WOODBURY. | | |
|---------------------------|-------|-------|
| Districts. | Enum. | 1893. |
| 1, Middle Quarter,... | | 28 |
| 2, Down Town, | | 33 |
| 3, Up Town, | | 79 |
| 4, Puckshire, | | 12 |
| 5, Minortown, | | 18 |
| 6, Nonnewaug, | | 16 |
| 7, Flanders, | | 17 |
| 8, Weekkeepeemee, | | 16 |
| 9, Hazel Plains, | | 9 |
| 10, West Side, | | 28 |
| 11, Transylvania, | | 12 |
| 12, Quassapaug, | | 1 |
| 13, Cat Swamp, | | 23 |
| 14, Hotchkissville, | | 85 |
| Total, 14 Districts, .. | | 368 |

MIDDLESEX COUNTY.

| MIDDLETOWN. | | |
|-------------------------|-------|-------|
| City, | 1,717 | |
| Westfield, 1st, | 47 | |
| Westfield, 2d, | 16 | |
| Westfield, 3d, | 17 | |
| Westfield, 4th, | 32 | |
| Newfield, | 21 | |
| North Staddle Hill, .. | 32 | |
| South Staddle Hill, .. | 62 | |
| Industrial, | 103 | |
| West Long Hill, | 26 | |
| East Long Hill, | 65 | |
| Durant, | 172 | |
| Farm Hill, | 115 | |
| Johnson Lane, | 12 | |
| Hubbard, | 47 | |
| Bow Lane, | 31 | |
| Miller's Farms, | 311 | |
| Haddam Road, | 5 | |
| Maromas, | 42 | |
| Total, 19 Districts, .. | | 2,878 |

| HADDAM. | | |
|-------------------------|-----|-----|
| 1, Haddam Center, .. | 99 | |
| 2, Higganum West, .. | 170 | |
| 3, Ponsett, | 24 | |
| 4, Shailerville, | 30 | |
| 5, Turkey Hill, | 2 | |
| 6, Candlewood Hill, .. | 26 | |
| 7, Tylerville, | 27 | |
| 9, Brainard Hill, | 22 | |
| 12, Burr, | 10 | |
| 14, Haddam Neck, | 21 | |
| Total, 10 Districts, .. | | 431 |

| CHATHAM. | | |
|--------------------------|-----|-----|
| Center, East Hampton, .. | 116 | |
| N. Center, | 62 | |
| Clark's Hill, | 24 | |
| North, | 8 | |
| South East, | 21 | |
| East, | 23 | |
| N. W., Middle Haddam, .. | 36 | |
| Gate, | 30 | |
| Center, | 21 | |
| Chestnut Hill, | 23 | |
| Pine Brook, | 13 | |
| Total, 11 Districts, .. | | 377 |

| CHESTER. | | |
|------------------------|-----|-----|
| North, | 100 | |
| South, | 91 | |
| Middle, | 49 | |
| West, | 55 | |
| Total, 4 Districts, .. | | 295 |

| CLINTON. | | |
|-----------------------|-----|-----|
| Union, | 238 | |
| Total, 1 District, .. | | 238 |

| CROMWELL. | | |
|------------------------|-----|-----|
| North West, | 77 | |
| West, | 115 | |
| North, | 110 | |
| Center, | 86 | |
| South, | 114 | |
| Total, 5 Districts, .. | | 502 |

| DURHAM. | | |
|------------------------|----|-----|
| Coginchau, | 78 | |
| Center, | 26 | |
| South, | 21 | |
| West, | 16 | |
| South West, | 14 | |
| Total, 5 Districts, .. | | 155 |

| EAST HADDAM. | | |
|--------------------------|----|-----|
| 1, Center, | 34 | |
| 2, Landing, | 43 | |
| 3, Red Lane, | 34 | |
| 4, Up Town, | 29 | |
| 5, Bashan, | 49 | |
| 6, Town Hill, | 15 | |
| 7, Wicket Lane, | 47 | |
| 8, Leesville, | 15 | |
| 9, Moodus, | 73 | |
| 10, Millington Green, .. | 23 | |
| 11, Plains, | 20 | |
| 12, Olmstead, | 7 | |
| 13, Foxtown, | 8 | |
| 14, Tater Hill, | 11 | |
| 15, Millington West, .. | 9 | |
| 16, Ackley, | 16 | |
| 17, Hadlyme, | 23 | |
| Total, 17 Districts, .. | | 456 |

| ESSEX. | | |
|-----------------------|-----|-----|
| Consolidated, | 372 | |
| Total, 1 District, .. | | 372 |

| KILLINGWORTH. | | |
|------------------------|----|-----|
| South West, | 3 | |
| Center, | 6 | |
| Pine Orchard, | 12 | |
| Union, | 21 | |
| Black Rock, | 13 | |
| Stone House, | 14 | |
| Lane, | 28 | |
| Chestnut Hill, | 9 | |
| Total, 8 Districts, .. | | 106 |

| MIDDLEFIELD. | | |
|------------------------|----|-----|
| 1, North, | 28 | |
| 2, South, | 67 | |
| 3, East, | 41 | |
| 4, Falls, | 54 | |
| Total, 4 Districts, .. | | 190 |

| OLD SAYBROOK. | | |
|-----------------------|-----|-----|
| Union, | 270 | |
| Total, 1 District, .. | | 270 |

| PORTLAND. | | |
|------------------------|-----|-------|
| 1, | 140 | |
| 2, | 646 | |
| 3, | 42 | |
| 4, | 26 | |
| 5, | 20 | |
| 6, | 154 | |
| Total, 6 Districts, .. | | 1,028 |

| SAYBROOK. | | |
|------------------------|-----|-----|
| Union, | 265 | |
| Total, 1 District, ... | | 265 |

| WESTERBROOK. | | |
|----------------|----|--|
| First, | 40 | |
| Second, | 8 | |
| Third, | 17 | |
| Fourth, | 17 | |
| Fifth, | 14 | |
| Sixth, | 32 | |
| Seventh, | 25 | |

| | | |
|------------------------|--|-----|
| Total, 7 Districts, .. | | 153 |
|------------------------|--|-----|

TOLLAND COUNTY.

| TOLLAND. | | | ELLINGTON. | | | STAFFORD. | | |
|-------------------------|-------|-------|-------------------------|-------|-------|-----------------------------|-------|-------|
| Districts. | Enum. | 1893. | Districts. | Enum. | 1893. | Districts. | Enum. | 1893. |
| 1, | 37 | | 1, | 33 | | 1, Furnace Hollow,... | 83 | |
| 2, | 31 | | 2, | 17 | | 2, Springs and Foxville,... | 555 | |
| 3, | 22 | | 3, | 38 | | 4, Street, | 10 | |
| 4, | 25 | | 4, | 10 | | 5, Staffordville, | 70 | |
| 5, | 22 | | 5, | 21 | | 6, Washburn, | 35 | |
| 7 and 9, | 20 | | 6, | 47 | | 7, Works, | 14 | |
| 8, | 15 | | 7, | 10 | | 8, Rockwell Hill, | 11 | |
| 10, | 14 | | 8, | 24 | | 9, Hall, | 20 | |
| 11, | 4 | | 9, | 12 | | 10, Village, | 9 | |
| 12, | 10 | | 10, | 104 | | 11, Hydeville, | 45 | |
| 13, | 10 | | Total, 10 Districts, .. | 325 | | 12, Square Pond, | 18 | |
| Total, 11 Districts, .. | 225 | | HEBRON. | | | 13, Center, | 86 | |
| ANDOVER. | | | First, | 48 | | 14, Crow Hill, | 11 | |
| Union, | 60 | | Second, | 23 | | 15, Lull, | 6 | |
| Total, 1 District, .. | 60 | | Third, | 12 | | 16, Patten, | 13 | |
| BOLTON. | | | Fourth, | 25 | | 17, Kent Hollow, | 12 | |
| Center, | 17 | | Fifth, | 13 | | Total, 16 Districts, .. | 1,004 | |
| North, | 30 | | Sixth, | 17 | | UNION. | | |
| South, | 15 | | Eighth, | 34 | | 1, | 9 | |
| South West, | 18 | | Ninth, | 10 | | 2, | 19 | |
| North West, | 11 | | Tenth, | 18 | | 3, | 17 | |
| Total, 5 Districts, .. | 91 | | Total, 9 Districts, .. | 200 | | 4, | 9 | |
| COLUMBIA. | | | MANSFIELD. | | | 5, | 8 | |
| Center, | 22 | | 1, Mansfield Center, .. | 35 | | 6, | 18 | |
| Chestnut Hill, | 16 | | 2, Mansfield Hollow, .. | 37 | | Total, 6 Districts, .. | 80 | |
| Hop River Village, ... | 17 | | 3, Spring Hill, | 16 | | VERNON. | | |
| Pine Street, | 20 | | 4, North Center, ... | 28 | | East, | 1,027 | |
| North, | 18 | | 5, Four Corners, ... | 24 | | West, | 672 | |
| West, | 25 | | 6, Merrow Station, ... | 25 | | Valley Falls, So. East, .. | 11 | |
| South West, | 11 | | 7, Mansfield Depot, .. | 23 | | North West, | 10 | |
| Hop River, | 17 | | 8, Eagleville, | 60 | | Center, | 57 | |
| Total, 8 Districts, .. | 146 | | 10, | 10 | | Depot, South, | 52 | |
| COVENTRY. | | | 11, Chestnut Hill, ... | 23 | | South West, | 40 | |
| 1, | 130 | | 12, Atwoodville, ... | 29 | | Talcottville, | 45 | |
| 2, | 28 | | 13, Mount Hope, ... | 21 | | Warp Mill, No. East, .. | 120 | |
| 3, | 45 | | 14, Gurleyville, | 20 | | Total, 9 Districts, .. | 2,034 | |
| 4, | 24 | | 15, Wormwood Hill, .. | 10 | | WILLINGTON. | | |
| 5, | 20 | | Bedlam, | 6 | | 1, | 33 | |
| 6, | 27 | | Total, 15 Districts, .. | 382 | | 2, | 27 | |
| 7, | 33 | | SOMERS. | | | 3, | 13 | |
| 8, | 22 | | 1, | 31 | | 4, | 9 | |
| 9, | 23 | | 2, | 35 | | 5, | 14 | |
| 10, | 8 | | 3, | 25 | | 6, | 26 | |
| Total, 10 Districts, .. | 360 | | 4, | 22 | | 7, | 12 | |
| | | | 5, | 26 | | 8, | 27 | |
| | | | 6, | 122 | | 9, | 43 | |
| | | | 7, | 16 | | Total, 9 Districts, .. | 204 | |
| | | | 8, | 9 | | | | |
| | | | 9, | 18 | | | | |
| | | | 10, | 6 | | | | |
| | | | Total, 10 Districts, .. | 310 | | | | |

EXTRACTS

FROM

THE REPORTS OF SCHOOL VISITORS.

The Topics are Arranged Alphabetically.

TOWNS FROM WHOSE REPORTS EXTRACTS ARE TAKEN.

| | Page. | | Page. | | Page. |
|----------------------------------|--------------------|-------------------------------------|------------|------------------------------|--------------------|
| Barkhamsted, - | - 171 | Griswold, - | - 143, 161 | Norwich, 142, 146, 148, 155 | |
| Berlin, - | - 170 | Haddam, - | - 176 | 162, 163, 176, 174 | |
| Bloomfield, 144, 145, 163, 164 | | Hartford, 138, 139, 140, 147, 148 | | Plainfield, - | - 161 |
| Bolton, - | - 176 | 155, 157, 159, 160, 164, 165, 169 | | Plainville, - | - 187 |
| Branford, - | - 170 | 173, 174, 180, 181 | | Plymouth, - | - 177 |
| Bridgeport, - | 148, 149, 152 | Hebron, - | - 172 | Putnam, - | - 172 |
| Bristol, 142, 152, 155, 158, 178 | | Litchfield, - | - 178 | Seymour, - | - 176 |
| Canaan, - | - 139, 147 | Manchester, - | - 168 | Simsbury, 166, 167, 171, 175 | |
| Canton, - | 141, 144, 145, 173 | Middlebury, - | - 151 | Southington, - | - 141 |
| Chatham, - | - 172 | Middlefield, - | - 163 | South Windsor, 142, 152, 153 | |
| Chester, - | - 151, 153 | Middletown, - | 150, 154 | Stamford, - | 146, 149, 155, 159 |
| Colchester, - | - 143, 181 | New Britain, - | - 168 | Thompson, - | - 143, 171 |
| Columbia, - | - 170 | New Canaan, - | - 161, 162 | Trumbull, - | - 177 |
| Coventry, - | - 165 | New Hartford, - | - 177 | Voluntown, - | - 157, 177 |
| Cromwell, - | - 144 | New Haven, 139, 150, 153, 157, 160 | | Warren, - | - 152, 177 |
| Eastford, - | - 143 | Newington, - | - 143, 181 | Waterbury, - | - 141 |
| East Granby, - | - 169, 172 | New London, 147, 156, 161, 162, 169 | | Westbrook, - | - 142 |
| East Hartford, - | - 154 | North Branford, - | - 178 | Wethersfield, - | - 165 |
| Enfield, - | - 179 | North Haven, - | - 166 | Windham, - | - 148 |
| Farmington, - | - 166, 172 | North Stonington, 140, 146, 163 | | Windsor, - | - 158 |
| Glastonbury, - | - 170, 172 | | | Woodstock, - | - 169 |
| Granby, - | - 175 | | | | |

TOPICS.

| | | | |
|--|------------|--|-----------------|
| Accommodations, - | - 138 | Manual Training, - | - 158, 159, 160 |
| Alphabet, - | - 139 | New London, - | - 161 |
| Arbor Day, - | - 139 | Normal Schools, - | - 161, 162 |
| Attendance, - | - 140-142 | Parents, - | - 162 |
| Attendance, Compulsory, - | - 143 | Parents, Visits of, - | - 163 |
| Attendance, Irregular, - | - 143, 144 | Programme for Country Schools, - | - 163 |
| Character, - | - 144 | Reading, - | - 163, 164 |
| Children, Young, Need of Accomplished Teacher for, - | - 144 | Reading Supplementary, - | - 165 |
| Cleanliness, - | - 145 | Recitations, Classification, - | - 166 |
| Committees, District, - | - 145 | Schools, - | - 166 |
| Consolidation, - | - 145 | Schools, Early Regulations Concerning, 166-168 | |
| Cooking Department, - | - 146 | Schoolhouse at South Manchester, - | - 168 |
| Curriculum, - | - 146 | Singing, - | - 168, 169 |
| Departmental Plan, - | - 146 | Small Schools, - | - 169 |
| Departmental System, - | - 147 | Spelling, - | - 169 |
| District Meetings, - | - 147 | Studies, Value of, - | - 169 |
| Districts, Less, - | - 147 | Supervision, - | - 170 |
| Drawing, - | - 147 | Teachers, - | - 170 |
| Evening School, - | - 148 | Teachers, Change of, - | - 171 |
| Evening Schools, - | - 148, 149 | Teachers, Employment of, - | - 171 |
| Expense of Schools, - | - 149 | Teachers, Experience, Knack, - | - 171 |
| Flag Days, - | - 150 | Teachers' Hobbies, - | - 172 |
| Flags, - | - 151 | Teachers, Influence of, - | - 172 |
| Free Public Library, - | - 151, 152 | Teachers, Trained, - | - 172 |
| Free Text-Books, - | - 152 | Teachers, Qualifications of, - | - 172, 173 |
| Graded System, - | - 152 | Teachers, Wages of, - | - 174 |
| Grading Individual Children, - | - 152 | Teaching, Good, - | - 175 |
| Grammar Grades, Number in, - | - 153 | Text Books, Free, - | - 175, 176 |
| Higher Grade School, - | - 153 | Time of Attendance, Inequality of, - | - 176 |
| Kindergarten, - | - 154, 155 | Town Management, - | - 176, 177, 178 |
| Kindergartens, - | - 156 | Training, Education General, - | - 178 |
| Labor Law, - | - 157 | Transportation, - | - 178 |
| Language, Written, - | - 157 | Transportation, Consolidation, - | - 179 |
| Libraries, - | - 158 | Vaccination, - | - 180 |
| Ludlow, Roger, School, - | - 158 | Visitation of Schools, - | - 181 |
| | | Waste of Time, - | - 181 |

REPORTS OF SCHOOL VISITORS.

Accommodations.—At the present time there are altogether too many desks in the schoolroom, and consequently too many pupils under the care of one teacher. This is a great hindrance to public education, both on the part of the teachers and those that are taught, the former being given too much work to do and the latter not receiving sufficient attention. No schoolroom should ever have more than forty desks within its walls; even this is not an ideal number, but is only an approach to it. Forty desks will produce an average attendance in the vicinity of thirty-six, and a bright, active, and intelligent teacher can manage this number fairly well. She could give better results with thirty, but the average at thirty-six does not prove a burden to her and gives a chance for individual action on her part towards the scholars under her charge. When the number goes beyond this the boundary line of inefficiency is reached, because then the teacher begins to have too much to do and the scholars become conscious of inadequate attention on her part. There are some schoolrooms in this town into which nearly sixty scholars have been crowded, all under the charge of one teacher; and it goes without saying, even with the best instructor that can be procured, that the educational results in such a case can neither be successful nor complete.

As to the second need which has been noted, the complete establishment of the public evening school, one step in this direction has also been taken; and were it not for the unfortunate circumstances which have been rehearsed elsewhere, during the coming season progress would have been made in the direction which is so much to be desired towards occupying the property which the town contemplated purchasing. It is, however, only delayed by one season, and another year, at the very furthest, will see the change made. The appropriation has already been granted to the Board, and it will be used for the purposes intended. This movement in the end will be a financial saving to the town, and it will give to it a school which, from the fact of its having a permanent home, can be carried on to better advantage than it now is. The public must not forget that this school is one that is now required by statute law, and that in the line of public education it holds its position and will doubtless hold it for all time to come in the same manner as the ordinary day school. It is an institution which has grown with time and which has now been recognized by the State as one of most extreme value, and it is not in the possibilities of educational matters that there will ever be anything in the way of retrogression as concerns

this particular branch of public education. Its compulsory features are perhaps among its best, and it reaches out and gathers in those pupils whom, by force of individual circumstances, the grammar school has not been able to secure by reason of their non-attendance after reaching the age of fourteen, and gives to them such a complete education as they are entitled to and should receive. That it has received the thorough endorsement of this community is strictly true, that it is of extreme value is beyond all doubt, and that it is becoming more and more so as the years progress, and as the school itself develops, is another fact which is not only of immediate recognition, but which is most pleasurable in every educational sense to see and observe.—HARTFORD, *J. H. Brocklesby, Superintendent.*

Alphabet.—There are pupils within our schools who have even reached the age of twelve years who cannot tell whether the letter R precedes or follows the letter P in the alphabet. This may seem a broad statement, but it is nevertheless true, and has been proved by personal experiment. It would seem at first to militate against what is known as the word and sentence method in teaching the first parts of English, but it is not altogether certain that this is the whole reason, though it may account in part for the deficiency noted. There is a lack somewhere of the appreciation of the fact that while this system is productive of excellent results, and is by no means to be discarded, it does not bring to the pupil that knowledge of English which it should, and it ought never be said of any child in our public schools that at the age of twelve years he does not know his alphabet. To add that it places him in a very embarrassing position is to make a very mild criticism as regards the defect. If the alphabet is not to be taught under the word and sentence method, as it is not, then it should be brought in incidentally at least in the teaching of English, so that whenever a boy or girl desires to go to the dictionary for aid in language work, he or she at least may be able to reach with expedition the words which are desired.—HARTFORD, *J. H. Brocklesby, Superintendent.*

Arbor Day.—No material changes have been made in our school buildings and grounds, save that on Arbor Day each school has planted some tree or shrub upon the school grounds. We recommend that the district committees and parents encourage the teachers and children in beautifying the school grounds and making them more attractive. We are sorry to say the teaching of the bare and untidy walls of our schoolhouses and the rough, unattractive grounds are anything but refining. If parents will assist and let "Arbor Day" be observed in planting beautiful shade trees, setting out flowering shrubs, and in this way beautifying the grounds of public places, the result as a refining influence will be worth many times the trouble.—CANAAN, *Acting Visitors.*

Arbor Day.—Since the observance of Arbor Day has been taken up by the schools it has been growing in interest, and is now looked upon

as one of our most important holidays. It can be made a day and an occasion full of the deepest and truest meaning for the moulding of the character of the children, as well as for the cultivation of the aesthetic sense.

What we wish our future men and women to do we must teach to the children. To quicken the love of nature, to open eyes still wider upon the marvelous beauty of plant life is a benefaction in the life of any child and a stimulant to moral growth well worth the labor of preparation on the part of the teacher which the proper observance of Arbor Day involves. Teachers and pupils entered into the spirit of the occasion in a manner that rendered the day's exercises a fitting tribute to nature.

Valuable information concerning the important uses of the forest trees, their immense value as sources of natural wealth, and the best means of preserving them was also imparted. Outdoor exercises of tree and ivy planting, songs and recitations, and addresses by distinguished citizens made this first celebration of Arbor Day in the New Haven schools one of great interest and profit.—NEW HAVEN, *V. G. Curtis, Superintendent.*

Attendance.—The duties of the truant officer are many and various, and perhaps among the most important are those which never appear on paper or in the stated reports. The suggestions which are made to families and the time spent in reporting destitute cases to charitable organizations are among the few items of labor which are always productive of good results. Thorough investigations on the part of the officer have developed the fact, particularly during the last year, that many children are kept at home because their parents are actually too poor to furnish their children with proper clothing in which to attend school. In all such cases application has been made either to the town or to the charitable societies for such garments as the particular case demanded, and the responses which have been made have been generous and judicious. There have been, too, some cases where there has been a thoroughly willful violation of the law requiring children to be sent to school, and in these instances parents have been summoned to appear before the police court by way of an example to others who are disposed to be too remiss in this matter. This course of dealing with such cases has had a salutary effect, and, while it is objectionable from some standpoints, there are times when no other method would seem to be in any way remedial in its character.—HARTFORD, *J. H. Brocklesby, Superintendent.*

Attendance.—There should be a greater effort made to compel, if it is impossible to induce, all children of school age to, at least, fulfill the requirements of the law regarding school attendance. This wrong should be righted by "A long pull, a strong pull, and a pull all together." This town will contain fewer paupers in the years that are coming, if its children be enlightened in a "School of the times." This

town would contain fewer paupers to-day if its children had been taught self-respect in the schools.—NORTH STONINGTON, *Sarah Thompson Palmer, Secretary.*

Attendance.—More stringent rules should be required on the part of school officers in the attendance of scholars, and enforced. Tardiness, occasional attendance, excuses, should be a matter of careful investigation. It should not be allowed except in cases of rare necessity. When the pupil's name has once been enrolled on the school register he then puts himself into the hands of the school officers, and is as much bound to obey the rules as a soldier who enlists into government service.

Every day, and all day, work must be required of the pupil if he succeeds as a scholar. Any other way only encourages habits of negligence, aimlessness, and an early abandonment of school. If the parent or guardian has no thought or judgment in this matter, then the officers on whom this duty devolves must exercise it for them.—CANTON, *W. W. Bidwell, Acting Visitor.*

Attendance.—Owing in a great measure to freedom from eruptive diseases, which were so prevalent in our schools last year, coupled with the watchful care of the teachers, the average attendance in most of the schools is considerably larger than it has been in previous years. In some of the schools, that in the third or South End district in particular, the increased attendance was particularly noticeable, as well as its legitimate result, the more rapid and satisfactory progress of the pupils. There have been fewer cases of truancy than heretofore, the attention of the school visitor having been called to but comparatively few cases, and, with but one exception, none of them flagrant. Most of the cases of truancy and irregular attendance are found in the families of those who have recently emigrated from Italy to this country, a class which it is difficult to reach. The attention of the State truant agent has been repeatedly called to this matter, but, with the exception of a promise from him to visit these families accompanied by an interpreter, it has been barren of results.—SOUTHINGTON, *E. R. Newell, Acting Visitor.*

Attendance.—It is admitted that there are serious obstacles in the way of getting children to and from school in the outer districts during the winter months—but that these are not unsurmountable is seen if we compare the percentage of attendance of one school with another.

Based on the number of children enrolled in the teachers' registers this percentage is as follows :

| | | |
|--------------------------|-----------|-------------------------------|
| South Brooklyn district, | . . . | 72 days out of every hundred. |
| Oronoke, | | 70 days out of every hundred. |
| East Farms, | | 61 days out of every hundred. |
| East Mountain, | | 54 days out of every hundred. |
| Bunker Hill, | | 53 days out of every hundred. |
| Hopeville, | | 53 days out of every hundred. |
| Waterville, | | 50 days out of every hundred. |

| | |
|-----------------------|-------------------------------|
| Mill Plain, | 48 days out of every hundred. |
| Town Plot, | 33 days out of every hundred. |
| Bucks Hill, | 23 days out of every hundred. |

Making every allowance for removals, sickness, bad roads, and other causes, it still appears that it is the interest parents and children have in the schools, or the lack of it, which determines school attendance to a great degree. When the children attend school no more than one-third or one-fourth of the time, they might as well not attend at all, and for such irregular attendance there is no excuse and it should not be permitted.

— WATERBURY, *Acting Visitors*.

Attendance.— It does seem as if it were unnecessary to have 150 children absent every day. A few parents ought to be impressed with the fact that education is an important business for the child, and that detention from school to carry dinners, sell papers, distribute hand-bills, or "mind the house," actually retards the advancement not only of their child, but of others. Parents who deny themselves that their children may be prompt and regular, and pupils who are ambitious to be present at every session, should know that their efforts are heartily appreciated. They see that the best progress can only be made by regularity and that the habits thus acquired are invaluable.— BRISTOL, *J. F. Williams, Acting Visitor*.

Attendance.— My attention has been frequently called to the deplorable lack of interest on the part of some parents in the manner of the education of their children. This story of neglect is sadly told in the school registers with their numerous marks for tardiness and absence. The evils growing out of this condition of things affect not only the individual scholar, but all connected with the school.— WESTBROOK, *Rev. E. B. Sanford, Acting Visitor*.

Attendance.— One feature of our schools is greatly to be deplored, and is very detrimental to their welfare. I refer to absenteeism—scholars for fair or indifferent reason staying out from half a day to three and four days, quite often during the terms. This disorganizes the classes, gives a bad record to the school, and discourages the teacher in her work. It is hoped that a marked improvement in regard to regularity of attendance will be made the coming year. This will depend largely on the action of parents.— SOUTH WINDSOR, *Roswell Grant, Hester G. Stoughton, Acting Visitors*.

Attendance.— Many irregularities continue to occur, through the indifference and carelessness of certain parents who do not seem to prize the school privileges and who suffer their children to remain at home because an errand must be done, or a visit made, or perchance for some trivial reason the child does not wish to go to school. Would that such parents would reflect upon the evils that result to their children from such a course, and even at the cost of inconvenience and personal self sacrifice, would insist upon prompt and regular attendance.

The object lesson in rigid devotion to duty, given in this way, and habits of regularity thus inculcated, would be of untold value to the children whom they love and whose training is committed to their care.—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Attendance, Compulsory.—If our theory of education is for all the people, then all the people should be educated. We have laws of compulsory education, but they are not executed. If the school age is, say, from five to twenty, and the minimum of education is the three R's, which we hope it is not; indeed, the minimum seems to be the ability to read and write. We trust practically to the parents to see that their children are educated, and public sentiment is so good that it is generally safe, but it is not always.

The aggregate of children who escape an adequate education, and who, therefore, fill the ranks of vice, is large. This much of socialism we can demand, that the State, in its paternalism, shall compel every child to receive an adequate education, either in a public or a private school. Give us the Prussian ledger account; children are worth as much as dollars; they are worth bookkeeping.—COLCHESTER, *John R. Backus, Acting Visitor.*

Attendance, Irregular.—Irregular attendance is one of the worst enemies of our public schools. Not only is it a detriment to those who remain away, but it interferes with the progress of the whole school. It is surprising that people of intelligence will allow their children to remain away from the schoolroom day after day for trivial reasons, and perhaps for none at all, realizing, as they must, that they are then forming habits which are to govern them later in life; that they are moulding the character of the men and the women of the coming generation.—GRISWOLD, *John Potter, Secretary.*

Attendance, Irregular.—One of the greatest hindrances to the progress of our schools is absenteeism. I think it would be safe to call it the greatest hindrance. It is discouraging to the teacher to have scholars out of school a part of the time. It interferes with the progress of the classes to which they belong, and it sets an example which others are liable to imitate. Unfortunately, there are some parents who seem willing that their children shall grow up to be as ignorant and worthless as they themselves are, and a rigid enforcement of the law seems to be the only remedy.—EASTFORD, *Rev. C. M. Jones, Acting Visitor.*

Attendance, Irregular.—While the schools may be in some measure to blame for this irregularity, we are compelled to believe that the great cause of irregular attendance is home carelessness.—NEWINGTON, *Miss L. A. Root, Acting Visitor.*

Attendance, Irregular.—Irregularity of attendance increases the work of the teacher. It breaks up classes, and such as have lost their standing

must be instructed one by one. With this comes loss of spirit and enterprise, pride, ambition, and class influence wane. It is an injury and a wrong to the other pupils. It robs them of the teacher's time. The whole school suffers by the irregular attendance of the few. Examination day arrives. It often seems as if the hardest questions fell to those least prepared to answer them. "Willie had to stay out when the class studied this section," or, "when it was in this rule," the teacher kindly remarks. As a class the showing is not good. The parents of the irregular attendants may be present. They are dissatisfied with the progress of their children. They may blame the teacher. In every way, and in any degree, its influence is bad. With all the excellences of the system it has evils remaining, not the least of which is irregular attendance.—THOMPSON, *Rev. N. J. Pinkham, Secretary.*

Attendance, Irregular.—One great hindrance to the improvement of our schools is the irregular attendance of the pupils. The question of attendance is very largely in the hands of the parents. Do they realize what great harm they are doing their children by allowing them to remain at home for some frivolous pretence? The children lose their interest in their school work, get behind in their classes, and their education is a failure. I urge all who have the control of children to exert themselves and remedy this evil. There is no one thing that would raise the standard of our schools as an improvement in this matter.

Much also can be done by the individual teacher. She should cultivate punctuality in everything. Begin and close school promptly. Call her classes on time and dismiss them promptly. Punctuality is the best of tonics; without it school work drags and becomes clogged.—BLOOMFIELD, *Hattie C. Humphrey, Acting Visitor.*

Character.—One of the great objects to be reached in teaching at the present time is the development of character among the pupils. Unless the principles of manliness are firmly impressed upon the young minds while at school, there is great danger that bad fruit will be the result in after years. The pupil should constantly have impressed upon the mind, to despise every specie of trickery and dishonesty. Unless the teacher brings to the schoolroom a character that is above suspicion, and knows how to build it up in others, his or her work will be a failure, and the sooner discharged the better. The social qualities of the pupils, and the manner of expression among themselves, should be carefully guarded. Profanity, slang phrases, and loaferish conduct should not be tolerated. To be an ideal teacher is to impart beauty, strength, and symmetry to the intellectual forces, and establish the habit of attentiveness and correctness in whatever is required.

On the education of the American boy depends the future of this country.—CANTON, *W. W. Bidwell, Acting Visitor.*

Children, Young, Need of Accomplished Teacher for.—It is a mistake to suppose *anybody* can teach a primary school. One who would teach such

restless little ones must have some special training and experience and natural aptitude. It is true that *anyone* may be able to *take charge* of such a school, and the children may learn *something*, but they will make *far greater progress* under the hands of a skilled teacher.—CROMWELL, *Rev. H. G. Marshall, Acting Visitor.*

Cleanliness.—Some of our schoolrooms are not cleaned from one year's end to another. What home would not be disgraced by such a rule? I think it necessary for the health of the pupils and teachers that our schoolhouses be thoroughly cleaned once a year, and the outbuildings put in proper condition.—BLOOMFIELD, *Hattie C. Humphrey, Acting Visitor.*

Committees, District.—I am more and more convinced, after years of experience and careful observation, that the present method of employing teachers is radically wrong. The committee man is chosen on no basis of fitness for the position, the rule being to pass it 'round among the voters of the district annually. B is elected this year because A held the office last year, and so on until all have served in turn.

Now is not this a farce, in principle and in fact? Suppose town officers were elected in this way, could you expect anything but disaster and ruin as a result in the management of town affairs? Would any intelligent man of average capacity and experience in general business ever advocate this method of choosing town officials? He never has and never will. Why? Because the basis is wrong, hence, as a rule, what follows is wrong.

Now if the rule does not hold good in the last instance, what right have we to expect it will hold good in the first?

It often happens in the rural districts that a committee is elected who never was inside of the schoolhouse in the district where he lives, he himself has no experience in school affairs, has not seen a school in session in fifty years, knows nothing of the methods and manner of educating children at the present time, or of the wants and needs of a schoolroom; yet he is elected to select a person to do a work and carry on a business of which he himself knows nothing. What is his judgment good for? What practical advice can he give the employed? Is not the system wrong? Will any candid mind come to any other conclusion? I am safe in saying that no public business can ever succeed conducted in this way.—CANTON, *W. W. Bidwell, Acting Visitor.*

Consolidation.—The best welfare of both schools is to be secured not only by the employment of faithful and efficient teachers, but by surrounding those teachers with conditions favorable to their best work. Under the present system, the classes are too many and too small. The teachers are hurried all day long and harrassed, and unable to give more than passing attention to any class. By consolidating the two districts and combining corresponding classes, the number of the latter for each teacher would be half as many, and to each she could give double the

energy and attention. It would cost no more money; and as the districts are so contiguous, a practical plan could be readily devised by which we could have a graded school. *Therefore*, we owe it to our children to make the change without unnecessary delay.—CANTON, *C. H. Stevens, Acting Visitor.*

Cooking Department.—The work of this department was more effective last year than ever before. The time given was the same as in the preceding years, namely, one lesson per week for twenty weeks; the pupils were instructed in three divisions of fifteen girls respectively, drawn from the High School and Grades VIII and IX. All the instruction was given on Saturdays and the excellent record of attendance demonstrates most clearly the utility and popularity of the department. The satisfactory reorganization of the classes, year by year, has become a matter of no small difficulty because of the pressure for places. Three times the number of pupils whom it is at present possible to accommodate would gladly avail themselves of the valuable privileges of the department.

Its growing popularity among the patrons of the school is manifested by the fact that it receives relatively more visitors than any school in the city.

Without attempting even a partial discussion of this general subject I have no hesitation in saying that I regard the work and results of the Cooking Department as most valuable. It is, in my judgment, so far as is possible with its limited resources, doing more to bring present happiness into the homes of Stamford, and to insure against "domestic infelicities" in the future than any other secular institution within our borders.—STAMFORD, *E. C. Willard, Superintendent.*

Curriculum.—Again we find the curriculum of study too limited. The study of current events, together with civil government, seems to be entirely omitted. Children should be taught to read the newspapers. They should not leave our common schools without some ideas regarding the institutions of our land and their government.—NORTH STONINGTON, *Sarah Thompson Palmer, Secretary.*

Departmental Plan.—An experiment in work upon the "Departmental Plan," so called, undertaken in the two rooms occupied by the Seventh grade, merits brief mention. These rooms were under the charge of Misses Hinckley and Rose as teachers.

The various branches of study pursued in this grade were divided between the two teachers as equitably as possible, and each teacher was held responsible for progress in those branches assigned her in both rooms. As each teacher finished teaching a given subject in one room she passed to the other room and taught the same subject.

By this plan the teacher, not having more than half as many subjects to prepare, is able to do more thorough work and is likely to teach with more enthusiasm. She comes to her class with something of the power

and readiness of a specialist, and exerts in consequence a stronger influence.

The plan as practiced brought forth excellent fruit, and will be continued upon a broader scale during the current year.—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Departmental System.—There has been, also, too many hours wasted in toying with what is popularly known as the departmental system. It is only slightly different in its ways and methods from what was tried here in Hartford some twenty-five or thirty years ago, before any of the present principals of our public schools were at the helm. It was found wanting then, and is emphatically no better now, although in certain educational quarters the claim is made that it differs materially from what was put forth in the past, and therefore that the results must naturally be better; nevertheless, it is difficult to see any marked progress in the schools where it has been, to some extent, used, or that the pupils of those institutions when they reach the high school are any better prepared by force of their experience to go on and complete with credit to themselves the line of studies which is there presented to them. It is a singular fact that in the last year of the scholars who failed to pass their examination for promotion to the third class of the high school the greater number were entered originally from the schools where this departmental system has been in practice. This, it is fair to add, may not be wholly the cause of these failures, but the fact stands as it is, and clearly it is one reason, at least, why these pupils were unable to succeed in their trial for advancement, and would seem to indicate that for them, especially, it would have been better had they been admitted, in the first instance, by examination rather than by certificate.—HARTFORD, *J. H. Brocklesby, Superintendent.*

District Meetings.—So little interest has been taken this year that in four districts no annual meeting has been held and the School Visitors were called upon to appoint the district committee. We hope it will not occur again. If it should it might result in abandoning the school in a small district for the following year.—CANAAN, *Acting Visitors.*

Districts, Less.—If districts could be lessened in number and larger classes of children of the same age be secured, there would be more enthusiasm in the class and better advancement made. We could also, having less teachers, pay them better wages and by this means secure a higher grade of teaching.—CANAAN, *Acting Visitors.*

Drawing.—There is no doubt but that the study of drawing deserves an important place in our course of study. It leads to manual training, furnishes an industrial education, and develops the æsthetic sense. It trains the hand, the eye, the judgment. It creates and develops a correct taste, and the love for that which is beautiful around us.—NEW LONDON, *Chas. B. Jennings, Acting Visitor.*

Evening School.—The lengthening of the term was somewhat of an experiment with us, because heretofore the school had only been held for eighty sessions. It was feared at the outset that the percentage of decrease in attendance would be so great during the last twenty sessions that the general average of attendance for the term would be exceedingly small, but both the Board and the teachers were surprised and gratified to find that at the end of the term it was much larger than last year, notwithstanding this increase in the number of sessions. This shows two things, that the school itself is materially advancing in public favor and that it is most surely needed.—HARTFORD, *J. H. Brocklesby, Superintendent.*

Evening Schools.—I believe the evening school would be more successful if we were required to have only fifty evenings and allowed to have only three evenings per week. The school is for the benefit of those who labor during the day, and I believe that many are deterred from taking up the work because of the severe tax upon the strength to attend five evenings per weeks after working all day. If the school were in session only three evenings per week, work could be assigned to be done at home the other evenings, and I am of the opinion that the progress per week would be just as great to all who were really in earnest.—BRIDGEPORT, *C. W. Deane, Superintendent.*

Evening Schools.—According to law the evening schools were established. Two rooms were rented by the selectmen, and the board hired four teachers. At first the attendance was large and the interest good. About the middle of the term the older scholars began to stop coming and the numbers decreased so much that one of the rooms was closed. The great falling off was due, not to the inefficiency of the teachers, but to the fact that attendance was not compulsory, and that pupils who work during the day are incapable of sustained interest in rudimentary studies. The average attendance was forty-nine, and the school was kept one hundred nights in order to secure the three dollars per pupil appropriated by the State. The history of our school was the history of similar schools throughout the State.—WINDHAM, *Acting Visitors.*

Evening Schools.—As directed by the Legislature of 1893, evening schools were maintained by the town in different localities, selected with a view of accommodating the greatest number in need of the instruction for which the legal provision had been made. By a vote of the town, passed at a special meeting held in October, 1893, schools were established in the city, Greeneville, Taftville, and Bean Hill districts, and were kept open for public attendance one hundred evenings. Such institutions are intended by law particularly to help persons over fourteen years of age, who may be in need of the benefits usually gained by a course of study in the common, or day, schools, but who, by any circumstances, have been deprived of such advantages. Taken as a whole, the local schools were a success, and the improvement seen in many individual

cases, where the students took a genuine interest in their work, was entirely satisfactory. The average attendance for the whole town was 200. The subjects taught were arithmetic, reading, spelling, and writing. Experience strengthens the belief that hereafter the schools, in order to attain the standard which is desired, should be brought under a continued system of strict discipline, the maintenance of which will alone insure a fulfilment of the purpose for which they were designed. Such a plan must be adopted at the very opening session, and carried out faithfully to the close. Unless this regulation is observed, and the mischievous element, which is always inevitably present, be made to appreciate that its continued attendance will be contingent upon its reasonable and respectable behavior, the well disposed will be hampered in their work, and the end will be a serious disappointment. What was done last year was, to a great degree, experimental; but it will serve the purpose, whatever may have been the shortcomings noted, of indicating to school officers a rule of management which will bring forth good fruit from future efforts. It is hoped that none who might receive benefit from attending these schools will be deterred by unreasonable feelings of embarrassment on account of age from doing so, as many of those who did the best work last year and were most benefited by their experience, had already attained their majority.—NORWICH, *J. T. Fanning, Acting Visitor.*

Evening Schools.—While, as in all such schools, there were many who cared little for the privileges offered, there were, nevertheless, a large body of earnest, studious young men and women who labored most diligently to increase their knowledge; as a rule, the pupils were attentive and appreciative, and in many cases remarkable progress was made. Without going into details as to possible means of increasing the efficiency of the school, I would recommend that its different departments be located in different parts of the city, that the department for young women be separate from that for young men, and that all textbooks, and other necessary supplies be furnished free to the pupils. This last proposition would not involve great expense, as the number and quantity of necessary books and supplies are much more limited in this than in the day schools; besides, the books should be *loaned* to the pupils, thus remaining the property of the town to be used in successive years.—STAMFORD, *E. C. Willard, Superintendent.*

Expense of Schools.—Any financial considerations are shortsighted that leave out of account the progressiveness of the times. People are no longer satisfied with the conditions under which they lived with contentment five or ten years ago. They demand better market supplies of food, better clothing, more commodious houses, finer furniture, speedier means of transit, and it is hardly to be supposed that they will be less clamorous for increased facilities for education. It manifestly costs more to maintain schools with all the modern appliances for good teaching, with special training in music, drawing, and physical culture than those in which instruction is limited to the rudiments of the three R's.

For the purpose of keeping down expenses the Board of Bridgeport has been obliged to omit from its system of education both kindergarten and manual training schools, both of which are clamoring for the recognition that is accorded to them in many less pretentious towns.—BRIDGEPORT, C. W. Deane, *Superintendent*.

Flag Days.—In this connection it is proper to note the observance of patriotic days. About forty such days are observed during the year. They include the birthdays of leading American generals, statesmen, and authors, who, by their swords, voice, or pen, have been conspicuous in the service of their country, also days of noted battles, days on which important discoveries were made or on which other notable events occurred. On such occasions the flags are unfurled, the rooms are appropriately decorated, and a few minutes are devoted to patriotic declamations and recitations, patriotic songs, brief reports by pupils on the life of the hero or on the event commemorated, and a short talk by the teacher. The importance of observing such days must be apparent. If our girls and boys are to become highly patriotic men and women, they must learn the lessons of patriotism; they must have models of patriotism placed before them; they must see how their fathers fought and bled for their country, how they chose to risk their life in her defense when they might have enjoyed ease and safety; at what an enormous cost this land of civil and religious liberty with all that this implies has been preserved for their enjoyment and protection. They must be led to see how this nation is a harbinger of better things to come to the subjects of despots and tyrants, how it beckons on these downtrodden people to take courage, for the morning of universal freedom is dawning, how it presages the day when all government shall be of the people, for the people, and by the people; and they must be led to see their own personal privilege and duty of hastening on this glad day by meeting the obligations resting upon them to become clean, law-abiding, patriotic citizens at all times and under all circumstances.—MIDDLETOWN, W. B. Ferguson, *Superintendent*.

Flag Days.—The following dates have been selected on account of their historical significance for the display of the school flags for the coming year, and I trust they will be the suggestive means of bringing pleasant and ennobling associations into the daily routine of school work as well as to foster and strengthen that spirit of patriotism which is so essential for the existence and perpetuity of a republican form of government:

| | |
|---------------------------------------|----------------|
| Perry's Victory, | Sept. 10, 1813 |
| Battle of Antietam, | Sept. 17, 1862 |
| Battle of Saratoga, | Oct. 17, 1777 |
| Cornwallis' Surrender, | Oct. 19, 1781 |
| Sherman's March to the Sea, | Nov. 14, 1864 |
| Garfield born, | Nov. 19, 1831 |
| Battle of Princeton, | Jan. 3, 1777 |
| Battle of New Orleans, | Jan. 8, 1815 |
| Benj. Franklin born, | Jan. 17, 1706 |

| | |
|--|----------------|
| Abraham Lincoln born, | Feb. 12, 1809 |
| George Washington born, | Feb. 22, 1732 |
| First United States Congress, | Mar. 4, 1789 |
| Thomas Jefferson born, | April 2, 1743 |
| Lee's Surrender at Appomattox, | April 9, 1865 |
| Battle of Lexington, | April 19, 1775 |
| Inauguration of Washington, | April 30, 1789 |
| Founding of Jamestown, | May 14, 1607 |
| Patrick Henry born, | May 29, 1736 |
| Memorial Day, | May 30 |
| Flag of Stars and Stripes adopted by Congress, | June 14, 1777 |
| Battle of Bunker Hill, | June 17, 1775 |

— NEW HAVEN, *V. G. Curtis, Superintendent.*

Flags.—The selectmen are required by law to provide each schoolhouse with a United States flag not less than four feet in length, and to renew the same when necessary. No provision is made, however, for the display of these flags, the matter being left by general consent to the discretion of teachers. They are willing to attend to this, or rather to direct some careless boy to do so, but they decline to make the oft-needed repairs or to adjust the halyards, which are so frequently out of order. A handsome flag should be thrown to the breeze from the top of every schoolhouse on special occasions or on the anniversary of notable events in the American history, but their continual use, even in fair weather, soon divests them of notice or significance. Some of the flags so generously donated to the schools have been shamefully abused, and their appearance incites ridicule rather than respect or patriotism. New ones are needed, and if they must be displayed according to law, it would be well to provide a quantity of them at once.—CHESTER, *A. E. Warner, Acting Visitor.*

Free Public Library.—It is the establishment of a free public library. If the town would vote to make suitable provision for the commencement, and gradual, increase of such a library, appointing directors, and securing a place where it could be kept, the State would double the amount given the first year, provided it was not over \$200. I think a good room could be provided without expense, and with very little cost for a librarian's care. Could, say, \$25 a year be better appropriated by the town, to increase its intelligence and good morals? Books illustrative of school studies, farming, and a hundred other live topics, might easily be found. A good beginning might lead, eventually, to some bequests and gifts from the well-to-do in town. If the readable books of our old library might be packed in one of its cases and allowed a place in the new library, the other case would be sufficient to hold additions for quite a time to come. May not several new and intelligent citizens justify such a forward movement?

I am informed, however, that for State aid we should need to raise the first year, by subscription and vote of the town, not less than \$200. This may seem a large sum in view of all we must expend for roads and other necessary expenses. How delightful it would seem to start such a

library with four hundred dollars' worth of bright new books. For myself I am willing to do my full share in heading a subscription paper toward accomplishing what seems to me a very desirable object. We have many young people who need the information given by such a library, our enumeration of those between 4 and 16 years being 136. The different scholars registered as in school numbered 133.—MIDDLEBURY, *Rev. W. F. Avery, Secretary.*

Free Public Library.—Your acting visitor has received numerous circulars from a committee of the State Board with regard to a town library, offering, in the event of forming such a library and making provisions for a place and management, to give \$200 in books if a like amount is appropriated by the town.—WARREN, *Rev. A. Gardner, Acting Visitor.*

Free Text-Books.—It would be difficult to understand the extent to which the work in our schools is hampered by the failure of parents to provide suitable text-books. The method of "town furnishing," largely in use in many States, and in many towns in our own State, seems far better, as well as more economical, than the system—or in many cases no system—now in vogue. We ask that the advantages may be as thoroughly investigated as the disadvantages, and when as well understood, may result in our adoption of the plan.—SOUTH WINDSOR, *Roswell Grant, Hester G. Stoughton, Acting Visitors.*

Graded System.—The grading of schools so as not to interfere with the progress of individual pupils is the problem of the hour. It is urged against the graded system that the minds of dull pupils must be strained and those of bright ones restrained to meet the required limits of grade. With ironclad grades this is undoubtedly true. Where the subject of fractions is limited to one grade, denominate numbers to another, etc., the pupils must of necessity take them in order. Our plan is to grade each department of each subject through the first five grades, gradually increasing difficulties with the mental development of the child. This plan has two manifest advantages: (1) a pupil becoming especially strong in any grade may be promoted to the next at any time without entering work entirely new, but only taking a step deeper into the subjects already studied; (2) a child leaving school at the end of the fifth grade, the grade at which, unfortunately, school life often ends, has a practical knowledge of the elements of the essential branches, including the ability to write correctly and punctuate original matter, the general outlines of geography and history, the ability to compute ordinary measurements with fractions and decimals, to calculate simple interest and to apply all in practical problems.—BRIDGEPORT, *C. W. Deane, Superintendent.*

Grading Individual Children.—There has long been manifest a reaction in the minds of thinking people, from the extreme application of

the graded system. To deal with children *en masse*, in respect to their bodily, mental, and moral culture seems unscientific and cruel. In all institutions where physical culture is properly taught, each individual student is weighed, measured, and examined, and then put under such a course of exercises as shall correct his weaknesses and afford him the best development. How much more essential that intellectual and moral training should be given upon the same plan. If the school is to educate, the individual must be respected; his special needs must be studied. Parents must be interviewed and much knowledge of the peculiarities of the child must be sought and applied.

Our most successful teachers are those who know their pupils best and use this knowledge to advantage.

Has not the time come when not only our best teachers, but every teacher, should make a more earnest endeavor toward such a careful study of the child as shall result in a clearer understanding of his temperament, capacity, and limitations, and a more penetrating insight into his educational needs, his moral defects, and the proper remedies to be applied?—BRISTOL, *J. F. Williams, Acting Visitor.*

Grammar Grades, Number in.—Although there is no line of demarkation, it is an obvious fact that on entering the grammar grades the pupil is confronted by new conditions. He must deal with textbooks; he must rely upon himself to secure definite results and to have confidence in their accuracy. He may have been previously carried along by the energy and personal magnetism of his teachers, but now, having to depend upon himself and to deal with the abstract instead of the concrete, he begins to drift hopelessly, acquires a distaste for mental training and leaves school to go into the shop or the store. As a consequence, only thirty per cent. of our pupils finish the grammar grades. The trouble, in my opinion, is largely due to the fact that we have offered to all exactly the same mental advantages, overlooking the great difference existing in the capabilities of the human mind. We have spread the same table before them all and allowed them to eat or starve according to their inclination.—NEW HAVEN, *V. G. Curtis, Superintendent.*

Higher Grade School.—Towns are permitted by law to establish and maintain schools of a higher grade than the district schools, and independent of them. It is claimed, too, by many, and with some reason, that, without a vote of the town, it is a perversion of public funds to apply them toward the payment of instruction in academic branches, and especially if this be to the neglect of those required by law. At all events, it is clear that until another school is provided for in this town, and in some way, young men and women who may wish to pursue other than the common English branches, will need to go elsewhere. This is not altogether creditable to the town, nor according to modern ideas of improvement in school privileges.—CHESTER, *A. E. Warner, Acting Visitor.*

Kindergarten.—Looked upon at first with suspicion or disfavor, the kindergarten has gradually, and, in recent years, rapidly won its way into public favor, until to-day it is the first grade in the educational system of nearly every important city and of many smaller cities of the country. The kindergarten seeks the harmonious and symmetrical development of all the powers of the young child by means of exercises adapted to early childhood. These exercises appeal to the child's love for play and are peculiarly fitted to call into use the perceptive powers, which are the first to manifest themselves, and upon the careful training of which the character of all later education largely depends. It takes the child before he is sufficiently mature to enter with profit upon the course of the regular primary school and gives him such training as will enable him to make more rapid progress when he begins his more formal school work and thus practically increases his school life one or two years. This is of great importance to those who find it necessary to leave school at an early age. It takes many children from the evil associations of the street at a time when they are most susceptible to corrupting influences, and brings them into an atmosphere of refinement and joy. It permits many older brothers and sisters to attend school more regularly by providing a proper place for the little ones while the parents are at work. True, the kindergarten is not a school where children learn to read, write, and cipher, but its work prepares for these studies and is better adapted to child nature. Neither is it a mere nursery where entertainment and protection are afforded. While many of its exercises appear to the casual observer and to the child to be only play, they excite to action the physical, intellectual, and moral powers.

Exercises that do this are educative in the truest sense, and the more they partake of the nature of play the better adapted are they to the purpose. While the child thinks he is enjoying a good game, he is learning to respect his elders, to love his teachers and parents, to be polite and clean, to be generous and forgiving, to know number, form, and color, to use his eyes and hands, and to exercise his inventive faculties in a way that will so prepare him for the studies of the primary school that his advancement in them will be rapid and his work delightful. Says a prominent educator who has carefully observed the results of kindergarten training: "The kindergarten is indeed the broad foundation upon which all future growth and attainment may be based. Every ideal course of study involves kindergarten training as a necessary preliminary to the most intelligent and rapid progress."—MIDDLETOWN, *W. B. Ferguson, Superintendent.*

Kindergarten.—It appears to be the settled conviction of those best informed as to kindergarten work, that it finds a proper place in the school system. There is a strong demand for it by the parents. It is certainly a mistaken conception to suppose that imperfectly trained, and poorly furnished young women, whose education is limited in many directions, can by any special course quickly and easily prepare for such work; but when women of experience and extended education are

secured as teachers, we believe that the following results will be reached :

1 The young child is taught prompt obedience to the word of command, by kindness and decision, and an important step is taken early to counteract the prevalent lack of discipline in families, which is such a drawback to the efficiency of the schools.

2 The child is trained by wise methods to give attention. To arrest attention, and hold it, even for a few moments at a time, while care is taken not to overtax the mind, is a primary thing in education, and is best attained before the age for the use of books is reached.

3 The powers of observation and of discrimination are awakened by attractive lessons in form, in color, and in sound.

All this is accomplished, and teachers of the primary schools and head masters and supervisors testify that children who come from the kindergarten schools are the most eager and wide-awake young minds, and make the most rapid and easy progress.—EAST HARTFORD, *Rev. Geo. A. Bowman, Acting Visitor.*

Kindergarten.—Under the manipulation of their energetic and faithful teacher, the school did excellent work, and in every way proved the wisdom and beneficence of its establishment. Any one interested in young children and in the public provision made for their education, would experience entertainment and gratification from a visit to this well-managed school. May we not hope that many of the friends of public education in our city, during the year, will take pains to familiarize themselves with the work done in this and other Kindergartens, become personally acquainted with the purpose and method of the Kindergarten, and thus be prepared to support with cheerfulness and enthusiasm plans for the establishment of like schools at other points?—NORWICH CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Kindergarten.—There is one department of our schools, however, to its credit be it said, that is thoroughly abreast with the times and even in advance of other communities of like means and numbers, and that is our kindergarten system. It is not too much to say that it is, perhaps, as extensive, elaborate, and thorough as any system in New England. Every grammar school in our town, except the Wilson street school, has a kindergarten connected with it, and the advantage which it gives to the other departments of the school to which it is attached is becoming more and more perceptible as the years advance, as it has proved in every way a most emphatic educational benefit to the town and the younger children who are dwellers therein.—HARTFORD, *J. H. Brocklesby, Superintendent.*

Kindergarten.—In September, 1890, the kindergarten was introduced as a grade in our school. We were among the first half-dozen districts in Connecticut to establish a free public kindergarten as a regular department of the common school. Now, after four years, no large graded school is considered "up to the times" without one. The success

attending our efforts, and the effect already apparent in the primary department, sufficiently justifies us in the course we have taken. There is much that is useful for children to learn before they are old enough to make much progress in learning to read. The occupations and exercises of the kindergarten are of a character to quicken the child's perceptions, develop habits of observation, and in many ways prepare him for the more difficult lessons of following years. The mistake should not be made that the kindergarten is only a play-school for babies. No circumstances in one's after education equals the advantages of a good start. That, neglected, is an opportunity lost forever. There is a condition in our district that makes the kindergarten doubly useful. We refer to the fact that there are many homes in which some foreign tongue is the language of the family. Few if any English words are heard by the children while at home. In the year or two years spent in the kindergarten these may at least learn to speak the language of our country, thus removing a serious disability before reaching higher grades.—BRISTOL, SOUTH SIDE DISTRICT, *District Committee*.

Kindergartens.—But I desire to call to your attention that broadest and wisest conception of infant training ever invented, and which is destined to become the chief corner-stone in the education of the future, the Kindergarten of Froebel.

During the coming fall I desire to bring the merits of the system before our citizens, and to arrange that persons thoroughly familiar with its nature and scope may in some public place intelligently present the subject.

Kindergartens have become very popular wherever they have been introduced, and I wish the people of New London to be at least thoroughly informed as to their character, so that they may be able to act intelligently whenever the subject be brought before them for their consideration.—NEW LONDON, *Chas. B. Jennings, Acting Visitor*.

Kindergartens.—The modern kindergarten has fully demonstrated its right to existence. It would be a matter of much difficulty to discover a single thoroughly school alive man who is not theoretically and practically in favor of the establishment of public kindergartens. The wonder is not that they are being so rapidly introduced throughout the country, but rather that school officers and parents have been so slow in recognizing them as not only a legitimate part of the public school system but as, in many respects, its most important department.

Every student of childhood and the course of educational development gives instant assent to the proposition that the earliest years of school life are the most important. During these first years the susceptible, impressionable children are to their teacher as the clay in the hands of the potter; never in the later years can the teacher wield so mighty an influence over the destinies of her pupils for time and eternity.

So long as marriage licenses can be had for a small money fee, so long as ignorance may marry ignorance and vice vice, so long as men and

women are controlled by unbridled lusts, whether licensed or unlicensed, so long and a little longer will human society find itself confronted by elements that it must educate, and that too for the preservation of its own life. Surely the moralist cannot argue in favor of leaving children to develop among such vicious surroundings, as against transplanting them at an early age into the "Child Garden." The pinched economist must yield to the common sense of the proposition that money spent for education is better spent than for correction — that the school is better than the prison.

Nor is this all. The kindergarten is not, as might possibly be inferred from the above, a primary correctional institution ; in fact, it is not correctional at all but wholly *educative and directive*.

Its fundamental principles are the profoundest educational philosophy. Its teachings broadly applied would make life richer for youth and old age.—STAMFORD, *E. C. Willard, Superintendent*.

Kindergartens.—The kindergarten being no longer regarded as an educational luxury designed only for the children of the rich, but as an essential and vital part of the school system, of equal benefit to poor and rich, I need not, in this report, discuss its nature, purpose, and influence, nor present arguments in favor of incorporating it into the city system. The advantages of the kindergarten are so well known and so highly appreciated that in response to urgent demands the establishment of such a school in each sub-district of the city will be only a question of securing a place.—NEW HAVEN, *V. G. Curtis, Superintendent*.

Labor Law.—Another field in which the officer has been called to work, and in which excellent service has been rendered, is that of looking after children who are employed in business contrary to the statute law of the State. There is a persistency about this on the part of some employers which is due to greed rather than ignorance, and in such cases a conviction before the police court with an accompanying fine has been the only way in which such persons could be made aware of the fact that the law on the statute book means something, and that so far as this town, at least, is concerned it will be rigidly enforced. Several transgressions of this regulation in regard to child labor have been met with during the past year, and it was not until the employers who were thus guilty of breaking the statutes were convicted and fined that they came to a realizing sense that the educational provision in this State was something more than a dead letter.—HARTFORD, *J. H. Brocklesby, Superintendent*.

Language, Written.—And since the school life of the great majority of our youth is but short, might it not be well — more than that, is it not our duty as teachers, constantly to exercise the pupils in putting their thoughts, however simple at first, into written form? We are far behind in the ability of our children to do such necessary work.—VOLUNTOWN, *Helen R. Dewhurst, Acting Visitor*.

Libraries.—The aim of the Library Committee during the past year has been to supply schools with whatever seemed most essential to aid both teacher and pupil. Geographical Readers for supplementary reading and to aid in the study of geography, have been furnished all schools, also some other books for similar use. Books of reference, maps, globes, and some devices for busy work for small pupils have also been provided. The present method of caring for these things is very unsatisfactory, as all districts have not a regularly appointed librarian. Books should be labeled and a careful record kept of all property of this kind. This duty could be easily performed by the teacher during the school year, and then left to the care of some responsible person. We can easily accumulate in this line, but it is of little use, unless cared for. —SOUTH WINDSOR, *Roswell Grant, Hester G. Stoughton, Acting Visitors.*

Ludlow, Roger, School.—The Third District has completed, on the corner of Spring street and Bloomfield avenue, a commodious and substantial brick building, two stories in height above the basement. In the basement are the heating apparatus and the cloak rooms for the pupils. On the ground floor are the rooms of the kindergarten, primary, and intermediate departments. The upper story is divided between the rooms used by Windsor High School and a hall which is so arranged that it may be divided into two rooms hereafter. For the present this hall will be furnished with chairs and used for public exercises by the schools and such other purposes as the district committee may think best. Great care was taken in planning the building to provide ample light and ventilation. The cost of the edifice was about \$16,000. It will be known as the Roger Ludlow School, being named by vote of the district in honor of one of the original settlers of Windsor, a man of character and education, who, in 1639, drafted for Connecticut the first written constitution the world ever saw. His home was in the limits of this district, and it is well that his memory should be perpetuated. The house was dedicated with appropriate exercises in Ludlow Hall, April 2, 1894. It was occupied by all the schools during the spring term, and the graduating exercises of Windsor High School were held in the hall June 7th. The edifice is a comfort to the pupils of the district and high school, as well as an ornament to the village of Windsor.—WINDSOR, *Rev. F. W. Harriman, Dr. J. N. Dickson, Eugene Brown, W. H. Harvey, W. W. Loomis, Rev. Roscoe Nelson, School Visitors.*

Manual Training.—The system of manual training known as Sloyd has been used this year, as it, more than any other, embodies a great variety of exercises arranged sequentially; while it is sufficiently elastic to permit recognition of the needs of the individual pupil.

The manual training class room at the High School has been refitted with benches of approved style, lockers, closets, lumber racks, and clock, —also with seats, making an orderly, well-equipped schoolroom, which is heartily enjoyed by classes and teacher. Each afternoon, from 2 to 4.

o'clock, is devoted to Sloyd or drawing, each pupil in manual training having two periods each of Sloyd and drawing weekly.

The course in drawing has consisted of simple working drawings from type forms and models, to develop principles, — working drawings of Sloyd models, — problems in simple geometrical constructions and projection. This work has been done in pencil and in ink.

Each pupil has made his Sloyd models from his own drawings. The greatest number of models made by one pupil in the year is nine, embodying twenty-four tool exercises.

It has been a source of gratification that the quality of the work has steadily improved until the standard maintained by the pupils is quite uniformly correct. Slipshod work is now the exception. The testimony of other teachers goes to prove the value of the manual training in developing mental power.

I wish here to express my appreciation of the co-operation and sympathy I have received from principals and teachers in all the schools, and of the spirit shown by the school officers in meeting suggestions for enlarging and strengthening the work. I count myself happy in working under so favorable conditions.— BRISTOL, *Elizabeth S. Edwards, Teacher.*

Manual Training.—The new quarters, in the basement of the Elm street building, together with better classification of the boys, rendered the work of this department more profitable than ever before.

Twenty-two lessons were given, at the rate of one per week, to eighty boys, in groups of sixteen, drawn from the High School and Grades VII, VIII, and IX.

In this, as in the Cooking Department, it is impossible to provide for all who desire to avail themselves of its privileges. The original idea that this is a trade school and that a vain attempt is being made to teach boys carpentry, is gradually disappearing and a correct conception of the true significance of the work is adding its influence in giving permanency to the department.— STAMFORD, *E. C. Willard, Superintendent.*

Manual Training.—As concerns the manual training school, no steps whatever have as yet been taken, but that we need one and ought to have it is a self-evident educational fact. No system of the present time that has any sort of reference to public instruction will be found to be complete without there is connected with it a manual training school. The education of head and hand should go together, and there need be no fear, for the demonstration has been satisfactorily made, that one course will in any way interfere or be a hindrance to the other. In truth, the exact opposite has been found to be the result in those quarters where schools of this character have been established. This kind of an institution gives to the pupil a thorough insight into the practical side of public instruction, and it does even more, because it brings out and effectively enlarges those creative faculties which are in his possession, but which a simple scholastic education would not alone conduct

him to that point of general development which is so greatly to be desired. It is, perhaps, true as concerns this branch, that it has not as yet been so fully perfected as an educational element as others which are now in use, but it is so extremely valuable, even in a state which does not approach absolute completeness, that none can hesitate to advocate its establishment in connection with the general public school system.

Within the last few months several members of the Board and some of our principals have visited in neighboring cities manual training schools which have been established for some time, and are thus able to show what work can be done, and have been in every way pleased with the results which were shown them. That, if established, such a school will not only be a useful branch of education but also a most popular one, it requires no educational prophet to predict, since the result is, that wherever this kind of a school has been introduced the attendance has always been full to overflowing. With us the best plan would be to establish a central school, and to assign certain days to certain schools for attendance thereon on the part of the pupils. This method is the general method as now established elsewhere, and for us here in Hartford it would seem to be the best in every way. It would be less expensive and could be placed under the control of a principal and assistants whose whole time could be given to the institution; whereas, if separate schools were connected with each district school they would cost more money, and, as facts have shown elsewhere, the outcome would not be as satisfactory. As concerns an institution of this kind, the people of our town would not begrudge the money. They have always been liberal in their appropriations for public education, especially when they are satisfied in their minds that the contribution is to be rightly used for a right purpose and for one which will bring a proper return. It must be self-evident to those who have at all considered this subject that an appropriation for this purpose would be most certainly of infinite value and give in the end most satisfactory results. It is to be hoped, therefore, that the near future will see with us an institution of this character.—HARTFORD, *J. H. Brocklesby, Superintendent.*

Manual Training.—The subject of manual training, for example, which is receiving now so much attention throughout the country, is a matter which should be taken hold of, and in which the town should endorse the efforts of the Board and of the teachers who are desirous that some steps in this direction should be made at the earliest practical moment, looking in the end towards the establishment of a central manual labor school.—HARTFORD, *J. H. Brocklesby, Superintendent.*

Manual Training.—The prevalent idea in the growth and development of the American school system has been that of intellectual training alone. New subjects have been introduced, new departments added, but intellectual discipline has been the ruling aim. We are now extending the scope of school influence. The body and the brain, the faculties of acquisition and reflection, the powers of feeling, choosing,

and willing are all to be developed together. None of these should be ignored in the education of the child. Hence the need of physical training. Hence also the need of industrial training and moral training. Manual training is found to be an excellent means of stimulating the best elements of an upright character. The pupil acquires in the industrial exercises the habit of accuracy, the habit of overcoming difficulties, and of persevering in an undertaking until success crowns his efforts. He measures himself unconsciously by his work, and learns to hold his standard of excellence high.

While the clay modeling, paper folding and cutting in the primary grades furnish enough in the manual training line to emphasize its importance as an educational factor, while the drawing and sewing in the fourth, fifth, and sixth grades, the woodwork and the cooking in the seventh demonstrate its practical value, yet there is a missing link in our intermediate and grammar grades, and we need some further development of the industrial idea to fill the gap between the paper cutting of the primary and the carpentry work in the seventh grade,—some work in clay, wood, or leather, to assist the culture of the mind by training the hand.—NEW HAVEN, *V. G. Curtis, Superintendent.*

New London.—The past year has been in many ways an eventful one for me. It marks the completion of twenty-five consecutive years of service in the employ of the board; years of hard work on my part, the best that I am capable of giving. The best part of my life, the years of my youthful enthusiasm, of my maturer judgment, are represented in this period. My trials, troubles, joys, sorrows, successes, and failures are centered there. Whatever I may have accomplished, whatever mistakes I may have made, the people of dear old New London have been very kind to me, and I thank them.—NEW LONDON, *Chas. B. Jennings.*

Normal Schools.—I would recommend that hereafter the greatest care be taken in hiring teachers who have neither experience nor a special training for the work. It is true normal instruction will not always make a poor teacher a good one but it will make a good teacher a better one, and if there is any time when we should demand the *very best* it is when the education and consequently the future of our children are in question. Economy here is the most expensive and disastrous economy a town can practice.—NEW CANAAN, *Rev. A. V. Bower, Acting Visitor.*

Normal Schools.—There seems to be an increasing demand for normal graduates as teachers. As a rule they are energetic, systematic, and accomplish good results. Some people are prejudiced against them because they have met an unsuccessful one; this, however, is the fault of the individual rather than of the school. Normal schools cannot take all who present themselves and convert them into successful teachers; they may improve upon their methods and give them new ideas, but it is impossible for some people to become good teachers. While appreciating the value of the trained teacher, we must not overlook those who, by

their experience, perseverance, tact, and skill, have placed themselves in the front ranks of successful teachers, although they never attended a normal school.—GRISWOLD, *John Potter, Secretary.*

Normal Schools.—Right here I wish to say a word about the custom that has obtained in New London for the past twenty-five years or more, of drawing our supply of teachers almost entirely from the graduates of our own High School.

We have been criticized in some quarters for not employing graduates of the Normal Schools. I most firmly believe in and approve of our Normal Schools. They represent whatever is new and progressive in education. They are equipped with a most admirable corps of trained teachers, the best in the country, but in my opinion they are open to one serious criticism. Their standard is not high enough. A girl with only a grammar school education does not know enough, is not broad enough to superintend the instruction of our children. A High School education is the very lowest equipment that should be accepted from our teachers.

If the Normal Schools will raise their standards so as to admit only graduates of well-accredited High Schools, I would be most heartily in favor of employing only those graduates of our own High School who could show a Normal School certificate.

I also would earnestly advise the Board to do what they can to induce those contemplating teaching in our schools to thoroughly equip themselves for their work by attending some Normal or training school.

In my opinion it would be wise if the Board would make the initial salary of those entering their employ from a Normal School higher than that of those directly from the High School.

Perhaps a difference of \$100 is not too much.

This, it seems to me, would make it an object to our own New London girls to obtain a more thorough training in their profession, and our schools could not but profit by their increased efficiency.—NEW LONDON, *Chas. B. Jennings, Acting Visitor.*

Normal Schools.—Emphasis must be given to the report that those teachers exhibit the finest grade of work who have added to their general educational training the benefits accruing from a course taken in the Normal Schools. There are, of course, exceptions to this rule, where natural aptitude has proven its telling value; but such cases are rare, and it can be regarded as no exhibition of injustice to give to the school officers the most earnest admonition to hire for the direction of their respective institutions graduates of the regular training schools. This should be the rule, particularly where the candidate for a position as teacher has no actual experience.—NORWICH, *J. T. Fanning, Acting Visitor.*

Parents.—I do not think that twenty different people have made visits to the schools of the town the past year during the regular sessions of the schools. This should not be so. The best results cannot be accom-

plished unless parents are in sympathy with the teachers. Parents are too ready to champion their children's cause against the teacher; the result is the destroying of the teacher's influence for good. Parents should also visit the schools to see what is being done. No man would consent to the erection of the smallest structure without proper oversight. In the schoolroom great character building is going on and parents do not know what tools are being used or what methods are being employed. They simply see the results when it is all over, and when it is too late to correct the mistakes that have been permitted by their negligence.—NEW CANAAN, *Rev. A. V. Bower, Acting Visitor.*

Parents, Visits of.—Are the parents interested in our district schools? In at least two districts during the past year not a parent has visited the school. I would urge the parents to visit the schools and learn something of their government and the difficulties which the teacher must overcome to make the school a success. An occasional visit would be a great benefit to the scholars and teacher. Parents would be less liable to take the part of a complaining child were they acquainted with the teacher's daily work. They would be less liable to err in their judgment, and more ready to sympathize with the teacher. BLOOMFIELD, *Hattie C. Humphrey, Acting Visitor.*

Programme for Country Schools.—A carefully arranged programme should be found in every schoolroom. We find that time is not always used economically. Two classes in the same book, generally speaking, are an unnecessary waste of time. Many of our teachers have no ideas of their own regarding classification. Our school work should be graded by the School Board. If our schools were all subjected to the same requirements this evil would be obviated. We are aware that the common schools of Connecticut are not graded, but there are States where such a system is carried out, and those States can show us far better schools.—NORTH STONINGTON, *Sarah Thompson Palmer.*

Reading.—One way in which progress is shown in the schools of the State is in the gain in reading with interest and intelligence, brought about largely by the use of good literature in the place of readers. It will be remembered that this method has been tried here with some success, and yet the strict economy, which is necessary, makes it difficult to manage in this town where the schools are so far apart, unless the parents buy the books for their children, or unless a system of teachers' meetings could be arranged for the exchange of books.—MIDDLEFIELD, *Acting Visitors.*

Reading.—Reading, during the different terms of last year, was subjected to a critical, and, it would seem, most opportune consideration, and in very few instances did it approach the standard which may be indicated as "good." Wherever the primary work had been prosecuted with indifference, the weakness of the higher grade scholars seemed al-

most too deeply rooted for correction. The inability of some to show that they had any appreciation of what good reading was, or of what value it might be,—their utter disregard of the meaning of the text which was under their notice—indicated very clearly that they had been suffered to cultivate a habit, for which no possible excuse could be entertained. It was refreshing to see the difference exhibited in the work of two or three schools. But all were exhorted to adopt the measures of reform which would speedily establish an entirely different state of affairs. Toward the end of the year there was certainly improvement; but in comparison with the work of preceding years, last year's record was not satisfactory. To allow this matter to go on without the grave and persistent attention, so evidently necessary for the reformation which school managers so heartily desire, would be a cruel display of public apathy and an intolerable disregard of the rights of the children, whose actual mental improvement is to all a matter of such genuine solicitude. Interest has been aroused in the different schools looking toward better results as future obligations are to be considered and discharged, and it cannot be deemed unwise to predict a complete and meritorious change early in the year just opening.—NORWICH, *J. T. Fanning, Acting Visitor.*

Reading.—This branch of study ought to receive more attention in our schools. Some of the time spent on the unpractical parts of arithmetic, or in memorizing pages in history and geography, would be of far greater profit if given to obtaining an acquaintance with a wider range of literature than is found in our school readers. It would be better frequently to lay aside the reader, and, taking some good book or magazine, let each scholar in turn read a few sentences and then see if the class have been able to grasp the thought so as to express it in their own language. Geography and history read in this manner, with questions by the teacher, would be of greater profit to the pupil than committing to memory pages from the book. Reading in far too many schools is simply a correct pronunciation of the words and observing the pauses. The child is not taught that he is first to apprehend the thought in his own mind, and then express it by the words so that a listener shall have no difficulty in understanding.—PLAINFIELD, *Acting Visitors.*

Reading.—There is too much reading of books and too little reading in books. Reading is taught not solely to enable the pupils to recognize and speak the printed signs, but to gather the thought.

If the scholars could be furnished with good supplementary reading they would receive a life-long benefit. Much of what is learned in arithmetic, geography, and grammar will pass away; but the taste for good reading will last for life, and ever be an influence for good.—BLOOMFIELD, *Hattie C. Humphrey, Acting Visitor.*

Reading.—There is also another matter connected with this especial branch which should receive particular attention on the part of teachers,

and that is the reading of English. There are many pupils in the schools who can read exceedingly well, so far as elocutionary effects are concerned, but who, at the same time, are deficient as regards a thorough comprehension of what is read. This defect is a very serious one, and while there is no doubt that much exact labor has been rendered on the part of the instructors to remedy the evil, nevertheless it becomes necessary at this time to call attention to the subject in order that their undertakings may not be in the least relaxed. It goes without saying that children should read understandingly, otherwise the lesson becomes of no sort of benefit. The suggestion which can best be offered is that there should be a more thorough exercise in paraphrasing on the part of the pupil of what is read, together with a clean and clear correction of any errors that may appear in such exercise on the part of the teacher. The value of true grammatical expression is something that cannot be brought too early to the attention of the scholar, and is something, moreover, that all the rules of grammar within the leaves of a text-book, however studiously they may be conned, will never teach. It is the personal effort on the part of the instructor that accomplishes the result to be desired, and while it requires much thought and time, together with a liberal amount of patience, it is nevertheless in this way, and in this way only, that the end wished for can be reached. Supplementary reading is especially valuable in connection with this idea because what is read is presumably the best that the English language affords, taking into consideration, of course, the adaptation of the theme to the grade of the pupil; but even with this it is necessary to be careful and watchful in order that the scholar may obtain a proper idea of the subject matter which is placed before him. The effort towards perfection in English reaches out and enters into all departments of study, and for this reason it is not only desirable but absolutely necessary that constant and particular attention should be given to this branch.—HARTFORD, *J. H. Brocklesby, Superintendent.*

Reading, Supplementary.—When the scholars become somewhat familiar with the new readers, supplementary reading might be profitably introduced, and the town, perhaps, should make an appropriation for this purpose and thereby assume this added burden. Such books as would be needed might be kept in the schoolrooms and used in the different classes as the teacher thought best. The expense would be quite small and satisfactory results would follow.—COVENTRY, *Andrew Kingsbury, Secretary.*

Reading, Supplementary.—I desire to call the attention of the Board to the subject of supplementary reading, which is now in its experimental stage with us. Many of the teachers report that it has awakened a good deal of interest and has created quite a demand for the books and the day for a new installment of books is looked for anxiously. Two hundred volumes have been added to our list during the year, for distribution among the schools of the town, to be in turn transferred from

one school to another, and kept circulating, until every boy and girl has had the opportunity of reading all of the books in the School Library. The series embraces general literature, stories relating to the early history of our country, biography and good healthful works of fiction, etc., adapted in language and style to the comprehension of school children, tending to create a taste for good reading and a habit and love for it, which we hope and believe will cling to them after school days are over, providing the foundation of this habit is well laid in our public schools, while young; thus paving the way for a more enlarged course of reading, which is to be offered free, to all the inhabitants of the town, in the New Public Library, to be opened in October. It is hoped that teachers will freely aid their pupils in the use of the public library.—WETHERSFIELD, *J. O. Hurlburt, Acting Visitor.*

Recitations — Classification.—The large number of daily recitations in most of the schools of the rural districts is an evil in our system of school management which cannot be remedied except in places where centralization is practicable. By reference to the table it will be seen that the number of pupils registered in attendance during the year is 355. This divided by eleven gives thirty-two as an average to each teacher. Were they properly graded it would not be excessive, but as some of the schools are much smaller than others, it is evident that the work is not economically performed. A school of fifteen or twenty will require the same number of recitations daily as the larger one of thirty-five or forty. Where transportation is practicable, the advantage of a central school with proper grading is more economical and gives much better results. In some of our neighboring States this system has been adopted with much benefit.—NORTH HAVEN, *Dr. R. B. Goodyear, Secretary.*

Schools.—Our schools are the culmination of our town life. They are the one object of general interest, holding forth bright promise to all. They mould character, cultivate the art of deportment, give practice in submission to law, train in courage for the battle of life. The school is a miniature world, reflecting public opinion on a small scale, and preparing the young for the larger encounter without.—FARMINGTON, *Rev. David Dana Marsh, Acting Visitor.*

Schools, Early Regulations Concerning.—In the year 1650 the General Court of the colony of Connecticut passed the following law: "It being one chiefe project of that old duluder, Sathan, to keepe men from the knowledge of the Scriptures. . . . It is therefore ordered by this Courte and Authority thereof that every township within this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resorte to him to write and read etc."

It was not till the year 1701 that the town of Simsbury was found to contain the requisite number of fifty householders, and in obedience to

the law of the colony a town meeting was called and a committee appointed "to agree about the measures and method of a school and chuse a school-master." From the town records it appears that this committee "agreed with John Slater sen." to keep school; "to teach such of the town children as are sent to read, writ, and cypher or to say the rules of arithmattick." The school was to be held six months each year, alternating between "the Plain" and Weatogue, being three months in each place. Probably John Slater found "that old deluder, Sathan" too much for his unaided efforts, for in 1703 the committee "agreed that there should be four school dames — two at Weatogue, one on each side of the river — one at Samon brooke & and one for 'terries' & at Scotland, and a school master." With this reinforcement of teachers that "old deluder Sathan" probably no longer reaped undue advantage from his ability to be on both sides of the river at once in Weatogue, as the two school dames were no doubt ready for him.

In 1754 there were four schools annually kept in four distinct parts of the town. In 1773 it was voted that Hop Meadow and "the Plain," which till that time had been one district, should be divided "and be for the future two distinct school districts." In 1777 a committee of nine persons was chosen "to take care of schooling and set up schools in the several districts in this society for the year ensuing."

In 1822 the number of school districts was increased to fourteen. In the following year Benjamin Ely, Jonathan Pettibone, Jr., and Alexander Holcombe were elected a committee and instructed "to locate the school society into school districts, at their discretion." At a subsequent meeting they reported that they had divided the society into thirteen school districts, which they named and numbered, and which continue with but slight changes to the present time.

Through the kindness of Mrs. Dr. Barber I obtained access to the following document, which is extremely interesting and instructive, and of very direct historic value as showing how the schools of this town were managed at the beginning of the present century:

"At a meeting of the School Inspectors of the School Society in Simsbury on the 15th day of October, 1804, the following rules were unanimously adopted in respect to Schooling in said School Society and agreed to be presented to the several District Committeemen for the purpose of regulating schools in their respective Districts. To be observed until the second Monday in October, 1808, or until otherwise ordered, viz.:

"(1.) No person shall be approved as an instructor of a school in any District of the School Society of the said town of Simsbury unless he shall be found on examination to possess handsome attainments in common branches of education, particularly reading, writing, arithmetic, and English grammar, and shall sustain a good moral character.

"Art. 2nd. It shall be required that he give satisfactory evidence that he believes the Scriptures of the Old and New Testaments to be the Word of God; and that mankind in a future state will receive the retribution of endless rewards and punishments according to their respective characters.

"Art. 3rd. That Webster's first, second, and third parts of the American Preceptor, Columbian Orator, Dwight's Geography, and the Bible be recommended as the proper books to be used in schools; to be improved according to the ages and abilities of the scholars respectively.

"Art. 4th. That the Instructors teach their scholars some approved catechism at least once in each week, and that they require all the classes which are capable of reading the Holy Scriptures to read some portion of the Old or New Testament at least once in each day, at which time the whole school shall be called upon to give their serious attention.

"Art. 5th. That he pay particular attention to the manners and address of the scholars: that he shall be attentive in instructing them in that behaviour which is becoming both at home and abroad, and that he shall be careful to guard against every species of immorality, particularly PROFANENESS, LYING, AND THEFT."

The above quotations abundantly establish the fact that education of the youth of Simsbury at the beginning of the century was vigorously conducted in a manner calculated to drive that "old deluder Sathan" to desperation and fury. From this high estate I regret to say we have fallen, and, not to mention the teachers, I fear that the inspectors themselves are not all up to concert pitch on the inspiration of the Scriptures, or on the endlessness of the retribution of rewards and punishments which await mankind in a future world.

Yet, though not possessed of all the grim theological excellences of former generations, both inspectors and teachers are doing their best under the limitations under which they labor, and I am confident that if "that old deluder Sathan" were consulted he would be found to take even less comfort in the schools of Simsbury to-day than at the beginning of the century.—SIMSBURY, *Rev. Chas. E. Stowe, Acting Visitor.*

Schoolhouse at South Manchester.—The school building is a model in its ample room and conveniences. With its large gymnasium, its cooking department, Sloyd room, and recitation rooms, its library and apparatus, there is nothing lacking in the way of material and facilities for school work. We earnestly hope the coming year, with the extra supervision afforded by the large increase in the appropriation of the town, that this division of model schools will make steady progress and improvement.—MANCHESTER, *R. P. Bissell, Secretary.*

Singing.—When the singing is taught in a scholarly way it becomes a disciplinary study, taking its rank with the intellectual exercises of geography and arithmetic; but unlike other school exercises, from its emotional character, it has power over the heart to develop in it a love for the purest and noblest things.

Take from the home and the sanctuary their songs, and you have robbed them of some of their sweetest powers of influence.

The youth who leaves school for the active duties of life without feeling the spell of the scholar's love for his "Alma Mater" is like a ship that leaves port without her anchors. He will drift in time of danger.

The familiar songs of early life follow us into our later years. Their sentiments of friendship, patriotism, purity, and reverence influence our lives to the journey's end.

For many of our children our schools must do more towards refining character than both home and sanctuary.

Let us give them the sweet power of song, and the refining, elevating influence of singing, *well taught*.—NEW BRITAIN, *J. N. Bartlett, Superintendent*.

Singing.—There is nothing that contributes so much to the happiness of everyone, children as well as adults, as music. Its softening, refining influence cannot be overestimated. There is nothing more enduring, more abiding in its effect on a boy, than the music he hears, especially the songs he sings in childhood. Music quickens his intellect, softens his nature, and refines his character.—NEW LONDON, *Chas. B. Jennings, Acting Visitor*.

Small Schools.—What to do with our small schools is a question which has perplexed the School Board for several years. It seems to be poor economy to divide the appropriation into so many small sums.—EAST GRANBY, *B. E. Smith, Acting Visitor*.

Spelling.—Spelling, also, in connection with this study, should be more carefully looked after than it has been. Children, under present instruction, are too apt to spell simply by the order of the letters alone rather than by sounds and syllables. This is by no means a lasting method, because it appeals simply to the eye. The English language contains great difficulties in spelling, and the thorough speller can only approach complete accuracy by the use of both the senses of hearing and sight rather than by the use of one alone. Notice has been directed to the imperfect course pursued in this branch, and parents have requested that something should be said in behalf of any change that would lead to better results than are now being obtained. It should be the special duty of the teachers to see that the study of spelling is so taught that the best possible outcome therefrom can be secured. There is much room for improvement.—HARTFORD, *J. H. Brocklesby, Superintendent*.

Studies, Value of.—Language and arithmetic are relatively worth much more than other studies taught in our schools, and they, therefore, should receive more attention. History is sadly neglected in most of our schools, and spelling is looked upon too lightly by some of our teachers. Some have found but little time to devote to penmanship, while others have taught it satisfactorily. It is to be hoped that all interested in the education of our children, will put forth their earnest endeavors that the schools of our town may, in the coming year, reach a higher plane of usefulness.—WOODSTOCK, *V. T. Wetherell, Acting Visitor*.

Supervision.—It is impossible with the present system for any one member of the Board of School Visitors to have satisfactory knowledge of the condition of all the schools, to know of their progress or retrogression, or to give to the voters of the town a clear idea of them. What all want to know is, whether the money they pay to support the schools is used in the most economical way, and whether the best results are being obtained, *i. e.*, whether we have the best possible schools under the existing circumstances; and if so, whether any change in these circumstances is desirable. The only way of judging is by the reports of the Acting School Visitors. These, however, can give no idea of the relative success or failure of the schools in different sections of the town, for those who visit the schools in three or four districts very seldom know anything about them in the other districts. The reports from the districts of course give a sort of basis to form an opinion from, but it is a basis made up entirely of figures; so that of course the opinion formed may or may not be a correct one of the work of the teachers, inasmuch as there may be, for various reasons, a good registration and average attendance in a school where an inferior teacher is stationed, or, on the other hand, poor under a good teacher. Hence it seems that the voters generally could have a better knowledge of the condition of the schools if one or two persons had a general oversight of them.—GLASTONBURY, *S. H. Williams, Secretary.*

Supervision.—As far as the subject of acting school visitor is concerned, I would recommend that some arrangement be made whereby the principal of our High School can act as superintendent of schools, or acting school visitor, as, in my opinion, a man engaged in active business is not able to devote time enough to do justice to the schools of Branford; neither is the average business man conversant with the latest and best improvements to bring the schools up to the highest standard.—BRANFORD, *Dr. Walter H. Zink, Acting Visitor.*

Teachers.—There is naturally quite a difference in the natural and acquired qualifications of the various teachers. The progress of our schools depends more on the teachers than on all other causes combined. Considering the great cost of our schools to the taxpayers, and their great importance and value to the community, is it too much to ask and expect from our teachers a good degree of preparation for their work, and a high standard of scholarship?—COLUMBIA, *Joseph Hutchins, Acting Visitor.*

Teachers, Change of.—The teachers have been changed as often as there are terms in the year, which fails to give satisfactory results; still, some of the other teachers have merely kept good order, heard the lessons that had been assigned the previous day, attempting to teach nothing. The sooner the school board gives the latter class an opportunity to follow some other calling the better for the rising generation.—BERLIN, *Daniel Webster, Acting Visitor.*

Teachers, Change of.—Thirteen different persons were employed, of whom *seven* had their first experience as teachers. Of course these could not be expected to do the work of successful and older teachers. Under the circumstances the results were creditable. Added experience, or, better still, a year or two in a training school to learn "how to teach," would develop most of them into useful, efficient teachers.—BARKHAMSTED, *Geo. A. Weed, Acting Visitor.*

Teachers, Employment of.—In the employing of teachers, a pecuniary distinction, we think, should be made between such as have had special training for, or experience in the work, and those who have had neither. Not unfrequently no difference is made between the Normal School graduate, or experienced teacher, and he who essays to teach for the first time having had only common school advantages, the latter receiving the same compensation as the former. This looks like injustice to such as have spent much time and money in preparation for their work, and tends also to lower the standard of the teachers' attainment. It has the look, too, of a partiality or favoritism which no district officer would be willing to admit. Its influence upon the school is, to say the very least, unfavorable, yet it is a matter entirely beyond the control of the school board. It might be arrogating too much to ourselves to refuse to appropriate only those who could bring to their work such a preparation, yet in almost everything else, experience and practice are at a premium. The appropriation for the schools is considered ample to secure first-class teachers in every instance — teachers of literary ability and thoroughly equipped for their work. The standard of attainment in the teacher of the common school is constantly rising. The school books published to-day suppose a discipline of mind and acquisition in the teacher, which are obtained only by much study and reading. The university graduate is sought for the college professor, and that town or school district that is not working along this line of things in the education of its children is not up and forward as it is its duty and privilege to be.—THOMPSON, *Rev. N. J. Pinkham, Secretary.*

Teachers — Experience — Knack.—As one of the acting visitors, it has fallen to my lot to visit six of the twelve schools of this town, and I have been uniformly impressed with the piety, patience, and Christian character of the teachers. My impression of their ability is, of course, not uniform. School-teaching is a trade, and must be learned as any other trade must be learned, by experience. And experience will accomplish more in a given time with some folks than it will with others. "They tell me," said an applicant for kitchen service to a well-known lady, "that you teach your girls to wash dishes." "I do," replied the lady. "Well," said the applicant, with a defiant snort, "I believe dish-washing comes by instinct." I fear that the average district committeeman holds the same view with regard to teaching.—SIMSBURY, *Rev. Chas. E. Stowe, Acting Visitor.*

Teachers' Hobbies.—In some of the schools at times too much time is put upon the teachers' hobbies. In one school, that in the Ninth District, I thought that undue weight was put upon the study of arithmetic. For instance, during one term, at least, the whole forenoon was devoted to this study.—HEBRON, *Dr. Cyrus H. Pendleton, Secretary.*

Teachers, Influence of.—The influence of our teachers is incalculable. We should appreciate deeply their efforts, and guard their efficiency jealously, and let no selfish consideration interfere with the very highest standard in their selection.—FARMINGTON, *Rev. David Dana Marsh, Acting Visitor.*

Teachers, Trained.—It is safe to make the assertion that no teacher should be employed in our public schools who has not been prepared for the work by special study and training. In these days this proposition is so well established that it does not need to be proved—only to be stated. A failure to recognize this truth and to act in accordance with it, not only results in the misuse and waste of the public money, but inflicts an injury upon the scholars who fall into the hands of these so-called teachers. Attention was called to this matter in the report of a year ago, and in June the School Board passed the following resolution :

"The district committees in Putnam are hereby requested to hire, hereafter, only normal school graduates or teachers of previous successful experience."

The only result of this vote was the hiring of *one* normal teacher in *one* district. There is but one remedy at the command of the taxpayers, and that is to place the matter of hiring teachers in the hands of the Board of Education. This can be done by a vote of the town.—PUTNAM, *Eric H. Johnson, Acting Visitor.*

Teachers, Trained.—Schools taught by those educated for the work always show excellence over others. The rule holds true here as in other callings that the trained workman does the best work.—EAST GRANBY, *B. E. Smith, Acting Visitor.*

Teachers, Trained.—To those teachers who have specially prepared themselves for their work, I desire to give due praise for the preparation made, as well as for the good results of their labor, and I would urge all expecting to become teachers to receive a thorough course of training, for the time is surely coming when only those thus prepared will be accepted in any school.—CHATHAM, *Florence C. Strong, Acting Visitor.*

Teachers, Qualifications of.—Much has been done to improve methods of instruction, but whoever is familiar with our public schools must lament the lack of system. It is of the utmost importance, a fact which cannot be too strongly urged upon your attention, that those who have the early training of our youth in the public schools should have

the very highest endowments of mind and heart. The years from 4 to 14 are the most important in the school life of a child. The manner of study and of recitation is quite as important as the acts themselves, and a teacher thus qualified will always have regard to this. The way of entering and leaving the room ; behavior towards each other ; mode of speech in reciting ; habits in respect to neatness, — all these have a most important bearing. I have visited a school where on entering the teacher never offered me a chair or a book through the whole session. All of our schools have a national flag, and I wish that the district committees would see that they are displayed on important holidays.— GLASTONBURY, *A. A. Babcock.*

Teachers, Qualifications of.— Who should be employed as teachers? First, we say only those who have come to years of discretion and sound judgment. No person in their teens should ever undertake the work of training and developing young minds. Power to grasp the situation and determine the right thing to be done momentarily in the control of young minds, is often required. Ability to command is absolutely necessary in the successful operation of a schoolroom. This must be a gift intuitive in the person. It cannot be acquired. Born to command is a living fact. “Those who govern best seem to govern least” is as true to-day as when first said.— CANTON, *W. W. Bidwell, Acting Visitor.*

Teachers, Qualifications of.— Last year a teacher was found in charge in one of the rooms of one of our largest schools who had not been through any high school, who was not graduated at any normal school, and who had never been sent to the Board in order that it might determine what her qualifications were. She had had a short experience in a country school in a neighboring town, and her only recommendation seemed to be that she was eager and willing to work. She was told that, in view of the law, it would be necessary for her to have some certificate in order to occupy her position, and it was suggested that she should endeavor to obtain a State certificate. She made application at the capitol, but reported shortly afterwards that she was wholly unable to pass the examination. She was told then that certainly it would be necessary for her to pass an examination prepared by a committee of the Board. She was examined, but failed to pass in arithmetic, which is the most essential study of all. She was then given a second opportunity, and time allowed for her to review the study in which she was found to be deficient, and at the end of the second examination she was able to obtain a general average of somewhat more than five. This, under the rule of the Board, would entitle her to a certificate, and she was accordingly granted one. It should also be said that in doing this the Board took into consideration the fact of her great desire to overcome her errors of training, and also her fairly good methods of teaching in the schoolroom, which could not be as severely criticised as her want of general information.

There are three things which should combine in a teacher, and which

should be above and beyond all other considerations; these are the possession of knowledge, the ability to impart it, and such physical equipment as will bear the strain of a teacher's position, which is in many ways exceedingly wearing. None should be selected who are not able to adequately fill these three requirements, and, other things being equal, is it not best to give the places to those who are born, brought up, and educated here rather than go outside of the State for teachers? There are many right here in Hartford who have attended the high school and afterwards a normal school, and yet, for some reason or other, they seem unable to secure positions in our district schools. There is no adequate reason why such persons should not be given the appointments, always considering that they are properly qualified, in preference to those who were born and educated beyond our limits. It would seem to be a reflection upon our own schools in not favoring the applications of persons who are fitted here.

The matter of teaching is a subject which is regarded from various standpoints. Of course, the first requisite is the possession of knowledge, and the next the ability to effectively use it. The methods appertaining to the latter are many and various, when the individual qualities and character of the teacher are taken into consideration. In the end, however, it resolves itself substantially into two, one of which may properly be called the personal and the other the general method of teaching. By the former is meant the giving of particular attention to each scholar; by the latter class teaching alone. By the former better results are obtained than by the latter, even as concerns the whole body of pupils, but the method towards which the greater portion of our teachers are inclined, especially in the intermediate and grammar grades, is the general or class method. It is exceedingly unfortunate that this is so, and evidently for the reason that it requires less labor and application. It fails to recognize the individual characteristics of the pupil, and fails to give encouragement where it is most needed. This is noticeable in all the schools, for whatever rules for teaching may exist, or regulations as to the same may be in force, there is a recognized order of things which shows itself in each room, in accordance with the beliefs, ideas, and qualifications of the person who presides over it. It cannot be expected, of course, that they will all be the same, but each teacher should, nevertheless, whatever her own views may be, endeavor to so conduct her teaching that the best result will arrive. This cannot be done by a neglect of the individual scholar, and it is to him that the teaching should be directed rather than to the whole room or the class.

—HARTFORD, *J. H. Brocklesby, Superintendent.*

Teachers, Wages of.—What our schools need in addition to more soundness in the Scriptures and on the matter of endless retributions of rewards and punishments in a future state, is more tangible rewards for our teachers here. I am confident that the service rendered is in all cases fully equal to the compensation received, and in the instance of many an excellent and experienced teacher far in excess.

.

Our one great need is one or more graded schools, transportation being provided for those children living at any considerable distance from the location of the schoolhouses.—SIMSBURY, *Rev. Chas. E. Stowe, Acting Visitor.*

Teaching, Good.—Teaching now days is a profession. A good education does not imply a knowledge of the science and practice of teaching any more than plenty of money implies a knowledge of the mercantile or manufacturing business, or plenty of brains implies a knowledge of the practice of law. Teachers must acquire their fitness through the training schools, or by large experience, and in either case can demand by right a reasonable compensation for their services. And our children entrusted to this kind of care, will, in their mental, moral, and physical development, pay larger dividends than can be had or enjoyed from any other investment. We now and then lose a good teacher because some neighboring town is willing to pay more than we are for her services, and we content ourselves in supplying the place with inferior ability, simply because it can be secured at less cost, and in our lethargy losing sight of every other consideration except that of pecuniary economy.—GRANBY, *F. J. Jewett, Acting Visitor.*

Text-Books, Free.—The question is a broad one, and has many advantages and disadvantages, and much space might be used up in its discussion, but only a few lines are deemed necessary at this time. The first cost of a sufficient supply of books to meet the requirements of the schools, a proper place for their reception, a suitable person to have charge of them, and the trouble and work devolving upon the teachers necessary in the care and protection of the property, are a few of the obstacles to be overcome; but the benefits derived are many, and a few of them are, that it places each child upon the level of equality with its neighbor and leaves them free to accept their books from us without the embarrassment that has so many times been perceptible to those who have been placed under obligations to the town for their schoolbooks; that it gives to the parent in adverse circumstances the same opportunities for their children that those of the wealthy enjoy.

That it leaves your Board of Education free to adopt any new book which is needed in order to keep abreast of the times without the hesitancy and delicacy that has been apparent heretofore.

That it would obviate the trouble and delay so long experienced of being compelled at the commencement of each school year to wait weeks and in many instances months before all the pupils are supplied with their text books, and to overcome this evil which is such a serious detriment to the schoolroom would be a benefit long to be remembered.

We believe the system to be one thoroughly American in every sense, and one that should be in vogue in every town. In some States the statute makes it compulsory for each town to supply books free of cost, and we are confident that the day is not far distant when our commonwealth will have a similar enactment in force. And before we are com-

pelled to adopt this measure let us voluntarily give our children the benefit of the free text-book system. Massachusetts, with its fine school system, has adopted free text-books for every city and town within its borders, and the results are reported very satisfactory. Many towns of our own State have taken advantage of the system, and their reports show the experiment has been pleasing and profitable.

It is impossible to give the cost of this system to us, as experience alone can determinè; and to give an idea we can only quote from surrounding towns. One town, with nearly the same enumeration as our own, states that for five years the total cost has been \$1,093.25. Another town with a similar enumeration states the cost for 1893 was \$124.56. Still another with a larger attendance reports the cost for 1893, \$138.82. In Massachusetts, last year the cost per scholar was \$1.24. So it is impossible to give the exact cost, but we are confident that for five years the total cost to us will not exceed \$1,500.—SEYMOUR, *T. B. Beach, Secretary.*

Text-books, Free.—Many towns have adopted the free text-book system with most satisfactory results, and it is hoped that our citizens who are interested in our public schools will give this matter their serious consideration.—BOLTON, *Adelaide E. Sperry, Acting Visitor.*

Time of Attendance, Inequality of.—One of the first impressions gained by visiting our schools comes from the tendency to reduce the number of weeks of school in the year to the lowest legal limit. Only two districts, Higganum with its enumeration of 170 and the Center with its 99, enjoy full 36 weeks of school. The other seven, with a single exception, fall down to 30 weeks. This may be unavoidable, but it is a serious disadvantage to the children living in those districts. More than a third of our children are thus deprived, between the ages of 4 and 16, of two full years of school, or of one-sixth of the educational advantages enjoyed by the others. If these seven districts could add to their year at least a part of the six lost weeks, it would prove a great benefit to their children.—HADDAM, *Rev. E. E. Lewis, Acting Visitor.*

Town Management.—The hope should not be abandoned that our town schools shall yet be joined under the beneficial system of a unified management. As soon as such arrangement is effected, every school will enjoy the very best advantages, which can now be seen in a few places, and which should be made common to all the schools, and the day will cease when local parsimony is allowed to interfere with the universal progress of public education. A positive refusal is given to the suggestion, implied in past treatment of the subject, to write the epitaph of the scheme of consolidation. The appeal is renewed that this system, whose superiority has been repeatedly demonstrated, be given by the citizens of Norwich an examination directed by zealous, intelligent, and unprejudiced motives.—NORWICH, *J. T. Fanning, Acting Visitor.*

Town Management.—The idea of abolishing the district system and finding a common center has been discussed to some extent. If harmoniously effected, there is no doubt but it would be a great gain. The same money now appropriated would secure better instruction.—WARREN, *Rev. A. Gardner, Acting Visitor.*

Town Management.—We would say to the voters and taxpayers that in our opinion that if the district system was abolished and town management of schools undertaken, that it would be a great step in advancement in the efficiency of our schools. That it would do away with the petty quarrels and strife over the committeeship, too often a cloak to hire a near relative or friend, and would allow of the more advantageous use of the money and the greater advancement of the pupil, intellectually.—VOLUNTOWN, *John E. Tanner, Acting Visitor.*

Town Management.—We should never be satisfied, however, until all the schools of Norwich are led and controlled by one management. This, we believe, will come ; it may not be in our time, but a public spirit will some day be aroused that will right the wrongs that are now permitted to exist.—NORWICH, WEST CHELSEA DISTRICT, *J. H. Cranston, Secretary.*

Town Management.—The question of the consolidation of school districts is receiving considerable attention of late by our citizens. There are many reasons in favor of town management of schools, and, to my mind, the outlying districts especially would be benefited by such a change.—PLYMOUTH, *A. S. Gaylord, Acting Visitor.*

Town Management.—Apart, then, from many other advantages that might well be urged in favor of such an arrangement, I most earnestly recommend, upon the grounds already suggested, and chiefly as a measure of economy, that the school districts of this town be consolidated, and that the town provide school privileges within its own limits for all children of school age belonging to it, and that such arrangement be carried into effect as soon as possible.—TRUMBULL, *Rev. Chas. W. Boylston, Acting Visitor.*

Town Management.—It is quite possible, if not probable, that the time is near at hand when the people of this town, with those of other towns, will be called upon to meet the practical question relating to the giving up of our present district system and inaugurating another by which the management of our schools will be assumed by the town at large. While there may be some minor valid objections to such a course, the probable benefits thereby secured will doubtless far exceed them. Some of our outlying districts are now so thinly populated, their schools so small that it is difficult to get teachers of any considerable experience to teach them. In these schools are scholars, though perhaps few in number, who are entitled to the better opportunities found in the larger schools. These

conditions and many others arising in the same connection, can only be met by a united movement on the part of the people of all the town acting in concert for the good of the whole. Possibly a few may consider these ideas coming a little previous to actual demand, but, however this, it is better in this year of our Lord, eighteen hundred and ninety-four, to ride in the forefront of the vehicle of educational progress than to be smothered in the accumulating dust of its rear.—NEW HARTFORD, *Rev. J. P. Hawley, Acting Visitor.*

Town Management.—According to my experience in visiting schools, which is now long enough for me to speak with some conviction on the subject, a change in teachers, unless made for good and sufficient reason, is not productive of good. I am, however, hopeful that at some time in the future, perhaps in the remote future, in the evolution of things, we may have an ideal district school under the ideal system of town management. Until then we shall have to make the best of what we have, and I could most earnestly desire that those who are dissatisfied with the conduct of things, “in school and out,” would bear in mind that teachers are only human, that the best of them may do what some of us may not like; that children who attend our schools are also very human, and are sometimes very trying to the patience of the average man and woman.—NORTH BRANFORD, *Rev. F. Countryman, Acting Visitor.*

Training—Education General.—The principal requirements in the way of general training for any boy or girl of to-day would seem to be something as follows :

- 1 The faculty to observe accurately and quickly.
- 2 The ability, by forming true conclusions, to make the result of such observation one's own.
- 3 The power to use one's faculties, whether of mind, eye, or hand, to successfully carry into effect one's resolves.
- 4 Strength of will rightly, persistently, and effectively to direct the use of one's faculties.

The above may not be strictly scientific as to terminology and order of development, but it is sufficient for the purpose, which is to emphasize the fact that our public schools have been instituted and are supported for the purpose of providing for our children a general education.—BRISTOL, *J. J. Jennings, Acting Visitor.*

Transportation.—A matter which is going to cause much trouble and expense, is that of transporting distant pupils to and from school. Several claims have been made for this during the year, only one of which was allowed. It is very difficult to decide just who should, or should not, be paid for such work. We have tried to have sessions of school within reasonable distance of the pupils' homes, and feel that the parents should supplement the efforts of the committee by extra exertion themselves. One of the great drawbacks of sparsely settled communities is the remoteness from schools. Farms thus located are cheap, and

the dearth of educational and social privileges are only a part of the bargain. To remedy this the buyer must himself do something ; it cannot be expected that the town must help him out of his bad trade by bringing to his door these advantages, the same as the grocer does his wares. — LITCHFIELD, *D. C. Kilbourn, Secretary.*

Transportation, Consolidation.—The first important question discussed was the consolidation of schools. This subject was given much earnest thought and the most careful consideration. It was finally decided to maintain schools in Thompsonville, Hazardville, Enfield Street, Scitico, King Street, Wallop, and Weymouth, as the most central and accessible points, and to bring all the scholars of the town into these schools. Had there been any feasible way of bringing the scholars in Jabbok and Hubbard districts together into one school, it is probable that a school would have been maintained in that part of the town. A very careful survey of the whole town was now made, in order to apportion the scholars of those districts whose schools were abandoned to the several schools most accessible to each. A house to house canvass was made, the number of children in each family ascertained, and in all cases where it was possible the family was given their choice of schools. In this way all of these scholars were assigned to the schools which the committee had decided to maintain.

By the closing of these small district schools, many scholars were of necessity left at a considerable distance from a school in active operation. In considering how best to get these scholars to the nearest school, the committee found itself confronted with that terrible form of affliction, that veritable nightmare of trouble and anxiety, known as transportation. The school laws say that the committee *may* furnish transportation. The law contemplates that the School Committee has the power to discontinue and consolidate schools, and that the people are expected to get their children to school wherever the schoolhouse is located. If transportation is furnished it comes from the good will of the committee, and not from any necessity imposed by law. It was voted that transportation be furnished as far as expedient. This question of transportation has occasioned all the dissatisfaction toward consolidation which has come to the ears of the committee. Our attitude is this, — every dollar spent in carrying scholars, beyond what is absolutely and manifestly necessary, is a dollar wasted. School money is not intended for horse hire, but for purposes of education. In Massachusetts, where consolidation is in force throughout the State, advantage is taken of milk wagons and all manner of conveyances to lessen the expense of transportation, and save the school money for the legitimate uses of the school. The great difficulty is that people themselves are not anxious enough to get their children to school. They are not ready to meet the committee half way. If a covered carriage would drive up to their door in the morning and get their children and bring them home every night, they would throw up their hats and hurrah for consolidation, and think they were doing wonders for the cause of education.

The school board is in full sympathy with the idea of transportation, and heartily regrets that a few isolated families are inconvenienced in getting their children to school. The plan of gathering scholars from house to house is not feasible on account of time and expense, but everything has been done compatible with good judgment and the economical use of money.

The following schools were abolished : Bement's Brook, No. 12, with an average attendance for the past four years of eleven scholars, cost the town \$267.25 in 1893. Brainard, No. 10, with an average attendance for four years of seven scholars, cost for 1893, \$278.15. London, No. 9, average attendance for four years, thirteen scholars, cost the town for 1893, \$277.96. Jabbok, No. 6, average attendance for four years, thirteen scholars, cost the town for 1893, \$274.23. Hubbard, No. 3, average attendance for four years of twelve scholars, cost the town \$338.81 for 1893. East Wallop, No. 11, average attendance for four years of six scholars, cost the town \$253.15. Here were six schools with an aggregate attendance of sixty-two scholars, costing the town \$1,689.55 for the school year. The simple perusal of these figures convinces the judgment that this is an extravagant use of school money. To transport these scholars for the past year it has cost the town \$1,045.00, a net gain of \$644.55. This saving in money is an item well worth consideration, but more important still is the fact that we have placed these scholars in schools where the advantages are superior to their old district schools.

The committee has been able to reduce the number of schools in the town from thirteen to seven, and to accommodate all the scholars without crowding. They have not found it necessary to build any new school buildings, nor to make additions to the old ones. We cannot discover that the cost of maintaining our seven schools has been materially increased by the addition of the scholars from the districts whose schools were discontinued. It is obvious that seven schools can be carried on for far less money than thirteen, and this shows what an important item this \$1,045.00 spent for transportation becomes. Whatever money we have saved by the consolidation of schools has been expended in such a way as to render value received for the expenditure. The expense incurred for transportation, although necessary and unavoidable, makes no showing in our record for the year, and we cannot suppress a regret that so large an amount of money must be diverted from its legitimate purpose. — ENFIELD, *Dr. Geo. T. Finch, Acting Visitor.*

Vaccination.—The truant officer has also called upon persons who have failed to provide for their children, when sent to school, certificates of vaccination, and has explained in detail the requirements of the Board as based upon statutory provision. This has in many cases allayed the objections which at first appeared in reference to a compliance with the rule, and has tended to bring those who were at first disposed to combat it at all hazards to a reasonable sense of the necessities of the enactment. There is, in truth, a very small percentage of opposition to the rule, but here and there people are found who are em-

phatic in their refusal to vaccinate their children, and in some cases so much so that they have removed from the town rather than comply with the regulation. The method of the Board has been to insist upon an enforcement of the regulation, but that such enforcement should be judicious in its method, and it is hardly necessary to add that this same policy will continue to prevail.—HARTFORD, *J. H. Brocklesby, Superintendent.*

Visitation of Schools.—Year after year the school visitors in their report point out the same faults. The same duties are repeatedly urged upon parents, seemingly with little or no effect. But as "continual dropping will wear a stone," I am going once more to entreat the parents of our town to show more interest in their schools during the coming year. Visit them and see for yourselves what is going on; encourage the teachers by kindly words of interest; let there be a pleasant understanding between you and those whom you trust with the care and training of your children for so large a proportion of the time.—NEWINGTON, *Miss L. A. Root, Acting Visitor.*

Visitation of Schools.—The proficiency of which we speak might be better understood and more thoroughly appreciated by the citizens of Plainville, if they were more inclined to visit the school, and there in person observe the methods taught, and the progress made from time to time by their children or wards. The registers containing the names of those who visit the school during the year will prove that the Plainville people are not over enthusiastic in this respect, although we are convinced that one visit would suggest a second visit, and we are also certain that these visits of parents would greatly increase the interest which their children should have for their studies.—PLAINVILLE, *Rev. H. T. Walsh, Acting Visitor.*

Waste of Time.—Another failure of gigantic proportions to be taken into most serious consideration, is the loss in our schools of at least two full years by children in the primary and intermediate departments. A large part of that loss would be prevented if it were not for the stiff conservatism which maintains for the English language a most perverse method of spelling, and which makes it as hard as possible, instead of as easy as possible, to learn to read and spell. The rational phonetic spelling of our language would save two years in a child's education.

Is not this worth doing? We have no patience with the worse than blockheads, who insist on keeping a false and hard spelling just because it is false and hard, and are willing to sacrifice their children to it because their youth was thus sacrificed. The discipline gotten in learning to spell can be gotten in more profitable ways. Somewhat in the same way of saving time in education, is the necessity for reduction in time given to arithmetic and geography. These studies are generally made as uninteresting as possible, a mere dry-grind, studied for their own sakes, instead of as an adjunct to other more profitable learning. Is it

not a shrinking of a child's mind to make him do a few thousand "sums" in arithmetic, as mere arithmetic, when just the same process of calculation could be made part of some other study? For example, philosophy and chemistry allow opportunity for half the work necessary in arithmetic, and bookkeeping will supply a good part of the rest. The same is true of geography, which should not be studied as geography, except in its bare outlines, and thus should be the adjunct of history, learned as part of history, in which case it will be remembered. As it is, history has to be left out that children may commit to memory a lot of rivers, capes, and capitols. We would not be understood as discouraging memorizing, against which there has gotten to be a general prejudice. Imitation and originality are not far apart.—COLCHESTER, *Acting Visitor*.

STATE TEACHERS' EXAMINATIONS

FOR

ELEMENTARY CERTIFICATES

First Day

| | | | |
|----------------------|---|---|-------------------------------------|
| A. M. — 9.00 to 9.30 | . | . | SPELLING |
| 9.30 to 10.30 | . | . | LITERATURE |
| 10.30 to 12.30 | . | . | ARITHMETIC |
| P. M. — 1.30 to 2.30 | . | . | WRITING |
| 2.30 to 3.30 | . | . | READING |
| 3.30 to 6.00 | . | . | ELEMENTARY SCIENCE AND
GEOGRAPHY |

Second Day

| | | | |
|-----------------------|---|---|---------------------------------|
| A. M. — 9.00 to 11.30 | . | . | HISTORY AND CIVIL
GOVERNMENT |
| 11.30 to 12.30 | . | . | DRAWING (optional) |
| P. M. — 1.30 to 3.00 | . | . | GRAMMAR |
| 3.00 to 4.30 | . | . | PHYSIOLOGY |
| 4.30 to 5.30 | . | . | VOCAL MUSIC (optional) |

Preliminary papers should be sent one week before the examination.

Examinations cannot be given in the different branches at any other hours than those mentioned above.

Examinations begin promptly at 9 o'clock.

GENERAL DIRECTIONS AND INFORMATION

- 1 Write the date and place of examination and your *number* on the outside of the envelope. Fill out the blank and put inside of the envelope.
- 2 Write the date and place of examination, and your *number* and name of study at the top of each page of your work.
- 3 Write only on one side of the paper.
- 4 Prefix to each answer the number of the question.
- 5 Leave a margin at the left.
- 6 In Arithmetic, write the operation as well as the answer.
- 7 The printed questions must be attached to papers containing answers.

8 The result of the examination will be communicated to you within one month.

9 Candidates for entrance to Normal School will be informed of their examinations within ten days.

10 Do not fold the papers.

11 Examinations will not be held at any other hours than those mentioned on the programme.

READING

I

1 What should be the chief aims in the teaching of oral reading, and by what means would you expect to accomplish these aims?

2 Name three errors that you have noticed in the instruction of reading classes.

3 Would you have children taught in script or print? Why? Write out a first lesson based on your reasons.

4 What special preparation would you make before hearing a reading class of the fourth or fifth grade recite?

5 Give briefly your idea of a library suitable for an ungraded school and state how you would use it in school work.

6 How would you manage when a school is not supplied with supplementary reading matter?

7 Do you use the sentence method, the word method, or the alphabet method, in teaching reading, and what are its advantages over the other two?

8 What is reading?

II

1 How would you teach a child who was beginning to read? Name in order the different steps to be pursued.

2 Would you develop the imagination in reading? Why? How? Give an illustration.

3 How do you dispose of the new words that come up in a first-reader class? In a third-reader class?

4 What should be the relation between the reading and the spelling lesson?

5 Give reasons for discarding the old method of teaching reading by first teaching the alphabet.

6 What constitutes preparation on the part of a teacher to hear a reading lesson?

WRITING

I

1 Give reasons for using or for not using a copy book in teaching writing.

2 Write the small letters and the capitals, arranging them in groups in the order in which they should be taught.

- 3 Give any exercises which would be useful in securing rapidity.
- 4 State the correct position in writing. To what extent would you insist on the proper position of holding the pen in the case of small children? Of children in grammar grades?
- 5 Plan of a lesson for first and fourth years, or for lessons on letters, movement or use of pen and ink.
- 6 What is penmanship?

II

- 1 When should we teach penmanship to children?
 - (a) What training should be previously received?
 - (b) What place in the school course should it occupy?
- 2 In an ungraded school how would you give lessons in writing?
- 3 Make the small letters of the alphabet, and arrange them in groups according to similarity of form.
Make the capital letters and arrange them as indicated above.
- 4 How can a copy book be used profitably?
- 5 When and for what purpose would you give free-arm exercises in writing?
- 6 What is penmanship?

SPELLING

I

- 1 What is the strongest reason you can offer for written rather than oral spelling lessons?
- 2 In teaching, which should precede, ideas or their expression? Why?
- 3 Apply this in teaching the spelling of the following words: Smiling, cylindrical.
- 4 When should spelling be introduced?
- 5 Outline a typical lesson in spelling.
- 6 What is spelling?

II

- 1 Give a good method of conducting a spelling exercise, stating the number of words in the lesson, the manner in which the pupils spell, and the manner of correcting the work.
- 2 What do you think of oral spelling for Grammar Grades?
- 3 Spell the present participle of hope, hop, rob, bite, singe, and sing.
- 4 State expedients that would be helpful in teaching spelling.
- 5 What is the use of a spelling book?
- 6 What is spelling?

ARITHMETIC

I

- 1 What appliances for illustration would you use with children just beginning the study of numbers?

2 What plans have you for securing proficiency in the four fundamental rules?

3 Write a business paragraph, using the following terms in such a way as to show clearly your idea.

| | |
|------------|---------------|
| Directors | Net Proceeds |
| Dividend | Corporation |
| Assessment | Capital Stock |

4 A square field contains four-fifths of an acre. What will it cost to build a fence around it at 20 cents a running foot?

5 A note for \$1,800 dated June 8, 1881, and payable sixty days after date, is discounted at $5\frac{1}{2}$ per cent. on July 5th. What is the proceeds?

6 From a lot of land 60 rods square, 60 square rods were sold. What was the value of the remainder at \$160 an acre?

7 Louis Johnson drew a check payable to the order of William Jones. The latter transferred it to Ruth Howard. Reproduce the check and the writing by which it was transferred.

8 State your questions and the pupil's probable answers in leading him to solve the following problem:

If the interest of one dollar for a year is 6 cents, what will be interest on \$12.35 for the same time?

II

1 What is the difference between mental arithmetic and written arithmetic? What advantages are gained by the study of mental arithmetic?

2 Are there any subjects usually given in the common school arithmetics that you would omit? Give reasons for your answers.

3 Take a class of children who have never studied numbers and give them their first lesson.

4 A man bought a piece of land 1,000 feet long and 400 feet wide at 20 cents a square foot. How much did the land cost him? In order to make the land available for house lots, he put two streets, each 50 feet wide, through the center, one in the direction of the width and the other in the direction of the length. How many square feet did these streets occupy and how many square feet remained for house lots? Illustrate by diagram.

5 The valuation of a school district is \$148,000. A tax of \$120 is levied for the repairs upon a schoolhouse. What is the tax on \$1.00? What is assessed upon a person having \$3,500 worth of taxable property?

6 How would you teach a child, objectively, that twenty divided by five equals four?

GRAMMAR

I

1 What are objects of language exercises and in what way is the use of language best acquired?

2 Mention five common grammatical errors in ordinary speech, state the correction of each, and give the reasons.

3 Describe two good methods of teaching children to express their thoughts in writing.

4 A little mouse came to a trap and there was cheese in the trap and the cheese in the trap smelt very good and the little mouse couldn't tear himself away from the cheese so he thought he must smell of it and so he touched it with his nose and the trap was sprung and the little mouse was caught.

If a child should write the above in a composition how would you have it corrected? What would you correct and why?

5 Name three good books that primary teachers can use in language work.

6 Outline a plan for securing from a class of children eight years old and without experience in such work, a composition about their own schoolhouse.

7 How would you teach pupils to paragraph properly?

II

1 What distinction do you make between language lessons and technical grammar? What would you specially aim to accomplish by instruction in each?

2 Give a plan for the use of object lessons in language teaching.

3 A child uses the expression, "I know who he saw"; how would you lead him to correct his error, in case he studies grammar? How in case he has never studied grammar?

4 Describe a method of teaching composition in primary grades. State the principles of the method.

5 Illustrate by sentences the correct use of the words: Lie, lay, sit, set, and done, all used as verbs.

6 Do you develop and use in elementary work such terms as name-words, etc.? Give reasons for your position on this question.

7 State five methods of supplying children with material for language lessons.

GEOGRAPHY

I

1 What is the use of Geography and to what other study is it an aid?

2 Maps and map making.

What is a map?

Reading maps?

Globes?

The use of maps and globes.

3 A trading vessel sails from New York to Rio Janeiro, thence to Liverpool, thence to Stockholm, and thence to New York; what is the probable cargo on each voyage?

4 (a) Show the relation between the physical and political condition of a country.

- (b) Show how physical formation determines routes of trade, influences vegetation, and affects commerce.
- (c) Give illustrations.
- 5 Illustrate how you would make geography a means of development of the faculties of observation and reason.
- 6 Describe the manner in which you would teach a child the cardinal points of the compass.

II

- 1 What elementary ideas should be developed at the beginning of geography teaching?
- 2 When it is noon on the first meridian, it is eight o'clock A.M., W. Longitude 10° . How would you make that plain to a pupil?
- 3 Locate and give some interesting facts about the following:
- | | |
|---------------|--------------|
| 1 Chicago | 4 Hong Kong |
| 2 Fire Island | 5 Valparaiso |
| 3 Hamburg | 6 Syracuse |
- 4 How should the text book be used in physical and descriptive geography?
- 5 Mention some of the principal resources and natural advantages of Connecticut.
- 6 Indicate how you would teach the causes of the seasons.
Draw necessary diagrams and explain them.

HISTORY

I

- 1 Reasons for teaching history.
Mistaken methods of teaching history most frequently met with.
Suggest half a dozen of the best United States Histories, and as many supplementary books for different periods.
- 2 What nations besides the English laid claim to territory within the limits of the thirteen original States? How were these claims adjusted?
- 3 For what was each of the following noted: Columbus? Webster? Grant? Robert E. Lee? Edmund Burke?
- 4 Name and define the acts of Parliament which led to the Revolution.
- 5 Name three prominent historians of the United States; three inventors; three founders of schools and colleges.
- 6 Education.
In the colonies; to-day.

II

- 1 Object in teaching history.
Advantages of topical method.
Preparatory work possible in lower grades.
Aid furnished by other studies.

2 Connecticut.

Early settlements.

Different colonies: when united; Charter.

3 Discuss "Slavery in the United States."

Its origin.

The legislative acts bearing upon it.

Its industrial and political effects.

4 From what nation was each of the following purchased: Louisiana? Florida? The Gadsen Purchase? Alaska? Give the political significance of some of these purchases.

5 Compare briefly the present condition of the people of this country with their condition before the Revolution as to modes of traveling, collection of news, division of labor.

6 Mention (with briefly stated reasons for so considering them) five events of the last fifteen years, that, in your opinion, have materially affected this nation politically, socially, or industrially.

PHYSIOLOGY

I

1 What should be the chief end in view in teaching Physiology?

2 Prepare the outline of a lesson on the effects of tobacco, suitable for pupils in the third grade.

3 Make a plan for a model district schoolhouse, and justify your arrangement of doors, windows, seats, etc., from a sanitary standpoint.

4 Specify the injuries that may result from unsuitable seats and desks.

5 What is reflex action? From what does it emanate and what does it control?

II

1 Explain digestion. What hindrances to good digestion can you name? What processes are mechanical and what are chemical?

2 What material could you use to explain some one important truth of Physiology or Hygiene? How would you use the material?

3 From a sanitary standpoint, name some of the defects in the construction of tenement houses. How can these defects be provided against without great expense?

4 Describe some experiments, by which you could illustrate your teaching of the subject of respiration.

5 Given a schoolhouse with a floor surface of 2,400 square feet and with windows on the north side;

(a) Which is the better form, 40 feet wide and 60 feet long, or 30 feet wide and 80 feet long? Why?

- (b) This room is 14 feet high and the air is changed once in thirty minutes, how many sittings ought it to contain? Why?
- (c) In what direction ought the children to face when they are seated in this room? Why?

ELEMENTARY SCIENCE

I

Water —

- 1 What impurities is rain water likely to contain?
- 2 Why is some water hard?
- 3 What may eventually become of the solid matter in solution in sea water?
- 4 What solids in solution in sea water are most important geologically?
- 5 How is water concerned in formation of caves?

Heat —

- 1 How do you explain the fact that pounding a nail causes it to grow warmer?
- 2 Why does friction have a similar effect?
- 3 What purpose does the bulb of a thermometer serve?
- 4 Describe how a thermometer could be constructed in which there should be no liquid?
- 5 Describe an experiment to illustrate principle of steam engine?

Electricity —

- 1 How could you make an experiment to show some relation between electricity and magnetism?
- 2 What is the essential principle of the electro-magnetic telegraph?
- 3 Principle of incandescent lamp?
- 4 How is electroplating done?
- 5 What are the essentials of a battery?

Climate —

- 1 Why is the daily thermometric range greater in Montana than in Connecticut?
- 2 Why does the Gulf Stream flow northeast instead of northwest?
- 3 Under what conditions would the Gulf Stream flow northwest?
- 4 Relation between altitude and climate?
- 5 Conditions favorable to copious dew formation?

II

- 1 Explain all the changes that take place in the candle flame.
- 2 (a) How can you prove that carbon dioxide and water are produced in the candle flame?
(b) Why does burning kerosene give more light than alcohol?
- 3 Why does carbon dioxide turn limewater milky?

- 4 Name four common oxides that are solids ; one that is a gas, and one that is a liquid.
- 5 (a) What does $\text{Zn} + \text{H}_2 \text{SO}_4 = \text{Zn SO}_4 + \text{H}_2$ mean ?
 (b) Why will not sand burn ?

Heat—

- 1 Describe an experiment that will illustrate the relation of heat to evaporation.
- 2 How can you demonstrate experimentally that heat is a cause of winds ?
- 3 (a) Illustrate by diagrams : 1 Land breeze. 2 Sea breeze.
 (b) Explain both.
- 4 Why does iron feel cold and fur warm, even when both have been in the same room a long time ?
- 5 (a) What is the difference between vapor and cloud ?
 (b) Explain the use of perspiration.

CIVIL GOVERNMENT

I

- 1 Taxes.
 What are they ?
 For what purpose raised ?
 (Illustrate Town, County, State.)
 How collected ?
- 2 Township Government.
 Why of importance ?
 Do we find it in the West ?
 What are local-option laws ?
- 3 General Assembly in Connecticut.
 Two Houses.
 Members. Number. How chosen.
 How is a bill introduced ?
- 4 Judicial Department in Connecticut.
 Supreme Court.
 Judges. How appointed ?
 How does a case reach the Supreme Court ?
 Probate Court.
 What questions decided by Probate Court ?
 (Illustrate.)
- 5 Tell briefly how the President is elected.
- 6 (a) How can the Constitution of Connecticut be changed ?
 (b) How many U. S. Senators has Connecticut ? How chosen ?
 (c) How many Representatives in Congress has Connecticut ?
 Why ?

II

- 1 What are the three departments of the government of Connecticut?
 - (a) { What officials are elected by the people?
Duties of the Governor?
 - (b) { Who presides over the Senate? Over the House?
Why is business carried on through committees?
How are the House committees appointed?
 - (c) { Name the important State Courts.
How are the judges appointed?
- 2 Name the Counties in Connecticut.
Most important County officials.
What do we find at the County Seat?
Where is a deed recorded in Connecticut? In other States?
- 3 Congress.
Difference between the manner of representation of the people in the Senate and the House?
Sessions?
Importance of speakership in House?
- 4 What is a Constitution?
Difference between the Constitution of England and of America?
How can the U. S. Constitution be changed? The Connecticut Constitution?
- 5 Why would you teach Civil Government?
What books can you suggest for children from twelve to fourteen years of age?

LITERATURE

I

- 1 How would you interest a class in reading Burroughs?
What benefit would you expect them to get from such reading?
- 2 Name three of Hawthorne's stories that you think particularly good for children? Tell reasons.
- 3 Outline your method for teaching the correct use of the dictionary.
- 4 Name six or seven poems of Longfellow particularly good to use with children. Reason for selecting each.

II

- 1 Snow Bound, Laus Deo. Of what two general classes of Whittier's poems are these two examples?
- 2 Give general description of Madam How and Lady Why.
What would you expect children to get from study of it?
- 3 Why would you make children familiar with Franklin's life?
- 4 General aim in teaching literature to children.

III

- 1 How can you teach both history and literature through Scott's writings?
- 2 Why should the study of history and of literature be combined?
- 3 Can children be interested in Shakespeare? What plays would you select? What help is furnished by Lamb's Tales?
- 4 Why did Mrs. Stowe write Uncle Tom's Cabin? What was the influence of the book when first published?

IV

- 1 What is the especial charm of the "Deserted Village"?
Why study Goldsmith?
- 2 How can Irving's works be of help in the study of the United States history?
- 3 Describe the plan of the book, "What Mr. Darwin Saw in His Voyage around the World in the Ship Beagle"?
- Why would you put this book in the hands of a child?
- 4 Can the study of science be combined with the study of literature?

DRAWING

I

- 1 What senses are used in gaining ideas of form?
- 2 What kind of drawing is best calculated to interest primary classes?
How should it be introduced?
- 3 Should drawing be taught in our common schools? Give reasons for your answer?
- 4 Draw a cube viewed obliquely and give reasons for the length and directions of lines as represented.
- 5 What forms should the pupil be early taught to construct, classify, and describe? Give six illustrations.
- 6 Give proper dictation for drawing a straight line six pointed star in a circle two inches in diameter. Indicate the various steps in teaching children to draw a freehand outline of an apple. Illustrate.
- 7 Make an original design from some object in industrial art.

II

- 1 What should precede drawing? Give reason for your answer.
- 2 From what would you have the child obtain his first idea of angles?
- 3 Give an outline of a course of drawing for primary schools.
- 4 Illustrate how drawing may be made useful in teaching the branches of natural history.
- 5 How should a solid object be first studied with reference to a representation of it by a drawing?

6 State and illustrate the effect of position upon a circular object, as a plate, showing it in three positions.

7 Make an original design for a section of a border six inches long and one inch wide.

VOCAL MUSIC

I

- 1 What is a signature?
- 2 Give signatures of the keys of E and A flat.
- 3 Define a major scale and a minor scale.
- 4 What means would you employ to secure clear sweet tones from little children?
- 5 What is an interval?
- 6 Define and give examples of a third, a fifth, and an octave.
- 7 Write an exercise of eight measures in 6-8 time in the key of G.
- 8 Transpose the exercise you have written into the key of E.

II

- 1 What is the difference between a diatonic and a chromatic scale?
- 2 What is melody? What is harmony?
- 3 Write two exercises of four measures each illustrating melody and harmony.
- 4 Define modulation, transposition, syncopation, and accidentals.
- 5 Name three lines of work which you consider important in teaching young children to sing.
- 6 State fully what means you would employ to give pupils a correct notion of rhythm.
- 7 Write scales in the keys of D and E flat.
- 8 Give the pitch names of the tones in these scales.

STATE NORMAL SCHOOL

ENTRANCE EXAMINATIONS, 1892

ARITHMETIC

I

- 1 If a gross of pencils costs 72 cents, what will 5 pencils cost?
- 2 A man sold two houses for \$1,200 each; on one he gained $\frac{1}{5}$ of the cost price, and on the other he lost $\frac{1}{5}$ of the cost price. How much did he gain or lose on the two houses?
- 3 A farmer sold 24 dozen eggs at $22\frac{1}{2}$ cents a dozen, and 12 lbs. butter at $27\frac{1}{2}$ cents a pound. He was paid in corn at 87 cents a bushel. How many bushels of corn should he receive?
- 4 Change the following to decimal form:

$$\frac{1}{6}; \frac{4}{25}; \frac{1}{8}; \frac{3}{160}.$$

Find the value of the following:

$$\frac{1}{2} + .25 + \frac{3}{8} - .12\frac{1}{2} + \frac{1}{5} + \frac{3}{10} + .16\frac{2}{3} + \frac{1}{3} - \frac{7}{10} + .2.$$

- 5 Write a receipted bill for dry goods, mentioning five items.
- 6 What will it cost to plaster a schoolroom 40 feet long, 20 feet wide, and 10 feet high, at \$.36 a square yard, allowing 48 square feet for doors and windows?
- 7 Henry bought a boat for \$8.50, and sold it at a gain of 25 per cent., and the buyer sold it at a loss of 20 per cent.; what did the latter receive for the boat?
- 8 A lawyer's commission for making collections for a firm, at $2\frac{1}{2}$ per cent., is \$1,600; how much did he collect?
- 9 A speculator sold two dwelling houses for \$6,090 each; on one he gained 16 per cent., and on the other he lost 16 per cent.; how much was gained or lost by the sale?
- 10 Required, the interest of \$380 from May 1, 1887, to the present time.

II

- 1 A barrel of beef weighing 300 lbs. cost \$18.75 and is retailed at $12\frac{1}{2}$ cents per pound. How much is gained?
- 2 How many quarts of berries in 12 pails if each contains $\frac{3}{4}$ of a peck?
- 3 Eggs were bought at 27 cents per dozen, and sold at the rate of 8 for 25 cents. What was the per cent. of profit?

4 At 26 cents a cubic yard what will it cost to dig a cellar 36 feet long, 28 feet wide, and 7 feet deep?

5 Find the value of

$$\frac{\frac{1}{2} \text{ of } 3\frac{1}{2}}{8\frac{1}{8} \div 11} + (.03\frac{1}{2} - .0875 + 8\frac{1}{8})$$

6 Change to decimals $\frac{9}{16}$, $\frac{895}{688}$.

7 Write an itemized bill for groceries, mentioning seven items. Receipt the bill.

8 If by selling goods at $16\frac{2}{3}$ per cent. profit a merchant clears \$747, what was the cost of the goods?

III

1 Multiply 5.6 by .06 and divide the product by .02.

2 What will be the cost of $\frac{3}{4}$ yd. of velvet at \$2 $\frac{2}{3}$ per yard?

3 A lawyer collected \$3,264 and charged 5 per cent. for his services. How much did he pay over?

4 A man borrows \$400 for three years at 6 per cent. How much will he have to pay for its use?

5 Find the cost of 4 miles of barbed wire at $\frac{3}{4}$ ct. per foot.

6 Find the cost of plastering a ceiling 24 feet by 18 feet at 9 cents per square yard?

IV

1 A stationer buys three gross of lead pencils at \$3.75 a gross and retails them at 7 cents each. How much does he gain?

2 A boy buys walnuts at \$4.50 per bushel, and sells them at 5 cents a pint. What does he make?

3 What will it cost to plaster a room 16 feet by 20 feet and 15 feet high, at 18 cents a square yard, allowing $\frac{1}{10}$ for doors and windows?

4 How many cords of wood can be piled in a shed 72 feet long, 48 feet wide, and 16 feet high?

5 Simplify: $\frac{2\frac{1}{2} \times 3\frac{5}{7}}{16\frac{2}{3} \times 11}$ $\frac{8\frac{1}{8} \times 62\frac{1}{2}}{9 \div 19\frac{1}{2}}$

6 Change to decimals: $\frac{5}{181}$, $\frac{9}{880}$.

7 Write a promissory note, given on three months' time.

8 An agent charges $5\frac{1}{2}$ per cent. commission and receives \$441 for his services. Find the amount of sales.

9 I bought stock at 112 and sold it at 124. What was the gain per cent.?

10 What is meant by *Corporation?* *Company?* *Par Value?* *Market Value?* *Premium?* *Dividend?* *Preferred Stock?* *Net Earnings?*

V

1 A man worked $25\frac{3}{4}$ days, and after paying his board and other expenses with $\frac{2}{5}$ of his earnings, he had \$37.08 remaining; what were his daily wages?

2 Give the value in decimal form of

$$\frac{2}{3} + .064 - .04 \times \frac{4}{5}$$

3 A lady purchases 3 yards of muslin at $\frac{1}{4}$ cents a yard, 7 yards of

linen at 87 cents a yard, and gave in payment a ten-dollar bill ; what change should she receive ?

4 How many yards of matting $2\frac{1}{2}$ feet wide will it take to carpet a room 31 feet long and 15 feet wide ?

5 Flour sold at \$7.54 a barrel yields a profit of 16 per cent. ; what did it cost per barrel ?

6 I sold damaged goods that cost me \$.84 a yard for \$.63 a yard ; what was the loss per cent. ?

7 Find the amount of \$860 for 5 years and 9 months at 5 per cent.

8 Write a note using the following data : Date, June 15, 1890 ; principal, \$300 ; time, 6 months 4 days ; interest, 5 per cent.

9 A man owns $\frac{3}{4}$ of a cargo of goods worth \$25,000 and insures his share at $2\frac{1}{2}$ per cent. ; what is his premium ?

10 An agent has \$3,825 to invest in flour, after deducting his commission of $2\frac{1}{2}$ per cent. ; what is his commission ?

VI

1 There are 1,900 cubic yards of dirt, and 1,000 cubic yards of stone in a street. How much will it cost to excavate the street at \$1.75 a cubic yard for the stone and 30 cents a cubic yard for the dirt ?

2 How many square yards of paper would there be on the walls of a room 12 feet long, 10 feet wide, and 8 feet high ?

3 How much will it cost to collect a tax on \$20,000, if a man gets 2 per cent. on what he collects ?

4 A man sold a horse for \$130 that cost him \$150 ; what per cent. did he lose ?

5 Find the amount of \$896 for 2 years, 6 months, 15 days, at 6 per cent.

GRAMMAR

I

1 " Having come quietly into the room, she seated herself at once before the piano."

What phrases in the sentence ? What is the use of each ? Write the entire subject by itself, the entire predicate by itself.

2 Write sentences containing three kinds of adverbs.

3 " Mrs. Crane brought some plums for us."

What part of speech is each word ? What two differences between the two nouns in the sentence ?

4 Write a sentence containing a direct quotation broken into two parts.

5 Tell two uses of the comma. Illustrate.

II

1 Change the possessives in the following sentences from the plural to the singular form, and from the singular to the plural :

(1) The women's hands were roughened by work.

- (2) The birds' nests were destroyed.
 (3) The children's nurse refused.
 (4) The flies' wings were burned.
- (1) The man's horse balked.
 (2) The mouse's tail was caught in the trap.
 (3) The lady's carriage is waiting.
 (4) The chief's order was obeyed.
 (5) She sent him back to her brother's.
- 2 Write sentences, using the following words correctly :
- | | | | |
|------|-------|--------|-------|
| seen | bone | expect | teach |
| run | guess | raise | leave |
| may | | | |
- 3 (1) Write each of the following pronouns in sentences : 1st, as the object of a verb ; 2d, as the object of a preposition :
- | | | | | |
|----|-----|-----|------|------|
| me | her | him | them | whom |
|----|-----|-----|------|------|
- (2) Write each of the following pronouns in sentences : 1st, in the nominative case before a verb ; 2d, in the nominative case after a verb :
- | | | | | |
|---|-----|----|------|-----|
| I | she | he | they | who |
|---|-----|----|------|-----|
- 4 Write a formal invitation to an evening entertainment.
- 5 Write a description of some book you have read, by an American author, and a sketch of the author's life.

III

- 1 Supply an adjective in each of these sentences :
- Which is —, health or wealth ?
 She is the — of the two girls.
 Who is the —, James, Frank, or Henry ?
 Which is the — actor, Irving or Booth ?
 Give reasons for your selection.
- 2 Write a sentence containing two adverbs of different kinds and two pronouns in different cases.
- 3 Give five different examples of faults of speech which you have been taught to avoid. Give right form also and indicate which is the correct and which the incorrect.
- 4 Write a group of words forming a clause, and one forming a phrase.
- 5 Tell what part of speech each word underlined is :
- “ The dove, let loose from Eastern skies
Returning fondly home,
 Ne'er stoops to earth her wing, nor flies
 Where idler warblers roam.”
- 6 Write not less than ten lines telling how your last summer vacation was spent.

IV

- 1 (1) Write the following words in the possessive case in sentences:

(a) Mice (c) Bird (e) Man-servant
(b) Children (d) Fly (f) Feather

- (2) Underline such of the following words as are in the possessive case, and supply all omitted apostrophies :

The boys took their fathers silence for consent and ran to Louis for the boat. This they filled with the childrens lunch, Jamess rods and bait, and a landing-net of mine, which was my brothers. Then, without a moments delay, they started.

- 2 Correct the following expressions and tell *why* they are wrong :

- (1) (a) The man he would't go.
(b) Them things is not what I want.
(c) Those kind are the ones.
(d) He said that oxygen and hydrogen were gases.
(e) He hadn't ought to speak.

- (2) Which of the following sentences are correct, and why?

- (a) { The apple tastes sweet.
 { The apple tastes sweetly.
(b) { She looks miserable.
 { She looks miserably.
(c) { I have a real sweet apple.
 { I have a really sweet apple.
(d) { I saw a tremendous high wave coming.
 { I saw a tremendously high wave coming.
(e) { Either the dog or the horse is being fed.
 { Either the dog or the horse are being fed.

- 3 Write a business letter to some firm, ordering a list of books.

- 4 Supply pronouns to fill the blanks in the following sentences :

- (1) She is looking at — and —.
(2) — do you see?
(3) I saw — and —.
(4) By — was it made?
(5) It is —.
(6) Neither — nor — was there.
(7) It was divided between — and —.
(8) Each of them sent — thanks.
(9) Rich and poor brought — gifts.

- 5 Write half a page upon some American author.

- 6 Write your name and post-office address.

V

- 1 Write ten abbreviations and give the words for which they stand.

- 2 Write two direct quotations and change them to indirect.

- 3 Use in sentences six nouns of irregular plurals :

- (1) Three singular forms used as subjects.
(2) Three possessive plural forms.

- 4 Criticise the following :
 - (1) I will be ten years old to-morrow.
 - (2) If I was you I would not go.
 - (3) She said she knew where London was.
 - (4) I have got the book.
 - (5) I intended to have done it.
 - (6) Of the two he was the brightest.
- 5 Explain the following proverbs :
 - (1) A man's house is his castle.
 - (2) A miss is as good as a mile.
 - (3) He is penny wise and pound foolish.
 - (4) Hunger is the best sauce.
- 6 Name and give some of the characteristics of the author whom you most enjoy. Give a brief outline of one of his productions.

VI

- 1 For what do the following abbreviations stand ?

| | | | |
|-----|---------|-----|----------|
| pp. | e. g. | mo. | C. O. D. |
| lb. | Messrs. | do. | |
- 2 Put into sentences all the forms of the verbs lie, lay, fly, begin.
- 3 Illustrate the following by sentences :
 - (1) When subjects are preceded by *each, every, or no*, the verb must be singular.
 - (2) Use *one another*, not *each other*, when more than two objects or persons are indicated.
 - (3) Avoid the use of the superlative degree of the adjective when only two objects are compared.
- 4 Give six common errors in language with their correct forms.
- 5 State the difference in the use of the following words and illustrate by sentences :

| | |
|-----------------|-----------------------|
| (1) want — need | (2) discover — invent |
| (3) lazy — idle | (4) between — among |
- 6 Describe one book which you have read, and give the name of the author.

GEOGRAPHY

I

- 1 Salt Lake City, New York, Naples, Constantinople, are approximately in the same latitude. Account for differences in climate.
- 2 In what parts of the world are there large areas of extremely rich soil? What are the chief crops grown in each section?
- 3 What districts of Europe are chiefly noted for the manufacture of kid gloves, linen, cutlery, cotton goods, watches, pottery, ships?
- 4 Mention sections noted for the exportation of wool, cotton, iron, wheat, fruit, hides, raw silk.

- 5 Why does the Nile have no tributaries in its lower course?
- 6 Locate Chicago, Queenstown, Rio Janeiro, Melbourne, Alexandria, Madras, Vienna, Denver, Savannah, Hartford.

II

- 1 What are the general points of similarity between the surface features of North America and those of South America?
- 2 What benefits are derived by the United States from the Gulf of Mexico?
- 3 Mention three of the more important exports: (1) of the United States; (2) of England; (3) of Russia; (4) of Spain; (5) of Brazil; (6) of Australia.
- 4 Describe briefly the country along the banks of the following rivers: Connecticut, Amazon, Nile.
- 5 Mention the four rivers of the world which are of most advantage to man as navigable channels.
- 6 Mention books of travel or works illustrating geography.
- 7 Locate Valparaiso, San Francisco, Minneapolis, New Orleans, Naples, Metz, Buffalo, Havre.

III

- 1 Give two reasons for believing that the earth is sphere-like.
- 2 Name important products, natural and manufactured, of the following:
 - (a) India.
 - (b) Germany.
 - (c) Central United States.
 - (d) Brazil.
- 3 Locate exactly five of the most important cities of the United States.
- 4 Name two countries crossed by the equator—in any continent entirely north of the Tropic of Cancer.
- 5 Locate Liverpool, Madrid, Berlin, Calcutta, Moscow, Rio Janeiro, Denver, Richmond.

IV

- 1 Describe the course of any one of the following rivers: (1) Colorado, (2) Mississippi, (3) Nile.
- 2 What advantages for commerce does Europe derive from its outline and drainage systems?
- 3 Explain the distribution of animal life in North America as determined by climate and vegetation.
- 4 Where are the principal coal fields of the world? Where are the grain fields? Where are the cotton fields?
- 5 Contrast the Andes with the Rocky mountains.
- 6 Why is the Amazon at present, and why is it likely to remain, commercially of less value than the Mississippi?

7 What important effect have the mountains of Europe upon the climate of the Mediterranean peninsulas?

8 Locate ten leading manufacturing cities of the United States. To what extent does the geographical location of each account for the kind of products of which it has the greatest output?

V

1 Explain the dryness of western Mexico and the plateau east of the Cascade Range.

2 Mention instances where physical features have caused the rapid settlement of new regions.

3 How do the harbors of the Gulf of Mexico and the Atlantic coast southward from Chesapeake Bay, compare in utility with those of the Pacific coast?

4 Where are the desert areas of the world? Where is very rich soil found?

5 What are the leading occupations of the Swiss? Name three cities of France. Name three lakes of New England.

6 Describe the government, religion, and capital of England; of Germany.

7 To what countries would you go for coffee? opium? pepper? rice? silk? sugar? turpentine? corn? wheat? mahogany? wool? raisins?

8 Locate Detroit, Omaha, Sitka, Paris, Melbourne, Moscow, Liverpool, Edinburgh.

9 With what countries of Europe is most of our foreign commerce carried on? Name our principal exports.

VI

1 Name and locate four of the principal cities in Connecticut. State what products come from each.

2 Describe three water-ways by which the products of Chicago may reach the coast.

3 Sketch an outline map of North America. Put in the northern and southern boundaries of the United States. Locate a manufacturing State and three important cities on the sea coast.

4 Tell what States touch Pennsylvania and locate one city in each.

5 On what bodies of water would a person sail, and what countries would he pass in going from London to Cairo?

6 Locate New Orleans, Denver, Washington, Rome, Athens, Liverpool.

HISTORY

1 Who were some of the settlers of America?

2 What can you say about the United States Constitution?

3 What was the Missouri Compromise?

4 What did we gain by the Mexican war?

5 What is a tariff?

II

- 1 Connect these men with the history of our country: Lincoln, Webster, Hamilton, Johnson, Garrison, Robert E. Lee.
- 2 Describe the Pennsylvania colony.
- 3 What were the Articles of Confederation? Why were they unsatisfactory?
- 4 Describe the treatment of the colonies by England before the Revolution?
- 5 Why did France form an alliance with America during the Revolution?
- 6 What territory has the United States gained
 - (a) By purchase?
 - (b) By annexation?
- 7 How was the system of slavery affected by
 - (a) Missouri Compromise?
 - (b) Kansas-Nebraska Bill?
 - (c) Dred Scott Decision?
 - (d) Fugitive Slave Law?
- 8 Name some of the more important inventions of the nineteenth century.

OPTIONAL

- 9 When was the United States Bank established, and through the influence of what statesman?
- 10 Contrast the social life in the Massachusetts and Virginia colonies.
- 11 Give a brief account of the life and influence of Benjamin Franklin.

III

- 1 Give an account of the Plymouth colony.
- 2 How was Connecticut settled?
- 3 Describe the Boston tea party?
- 4 Mention some of the difficulties encountered by Washington.
- 5 How was the constitution adopted?
- 6 What was the slavery question?
- 7 In what different ways has national progress been made?

IV

- 1 Describe the early claims of France and England in America; possessions of the two countries at the close of the French and Indian war.
- 2 How was the history of the colonies of Massachusetts and Virginia affected by the natural features of the country and the character of the colonists?
- 3 Mention eight famous statesmen and generals of the Revolutionary Period, both English and American.
- 4 Describe the social and financial condition of the country after the War for Independence.

- 5 The Northwest territory :
 - (1) When was it ceded to the United States government ?
 - (2) What States were formed from it ?
- 6 Give a short sketch of the life of Abraham Lincoln.
- 7 When was slavery abolished in the United States ? Tell something of the provisional governments placed over the seceded States by Congress after the civil war.
- 8 Connect these names with the history of our country : Franklin, Burke, Patrick Henry, Eli Whitney, John Brown, Jackson.

OPTIONAL

- 9 Name three important inventions of the nineteenth century, and show what their influence has been in the development of the country.
- 10 The Connecticut charter :
 - (1) When granted ?
 - (2) To what colonies ?
- 11 Describe social life in the New York colony.

V

- 1 Give characteristics of the early colonists of the United States.
- 2 Describe the growth of government in the United States :
 - (a) Colonial Forms of Government.
 - (b) Continental Congress and the Articles of Confederation.
 - (c) Constitutional Convention.
- 3 How have railroads and canals influenced the development of the United States ?
- 4 Give a brief history of
 - (a) Two American financiers.
 - (b) Two American orators.

OPTIONAL

- 5 How did the Tariff and the doctrine of State Rights help to bring about the Civil War ?
- 6 Give an account of the Northwest Territory. What use has the United States made of her public lands ?

VI

- 1 Give a brief outline of the history of Slavery in the United States.
- 2 Give an account of the growth of the United States in territory since 1783.
- 3 What inventions have had most to do with the development of the United States ? Give a history of one of these inventions.
- 4 What were the chief services to the United States of : Alexander Hamilton, Franklin, Jefferson, Webster, Lincoln.
- 5 What was the financial condition of the United States in the years directly following the Revolution ?

LEGISLATION OF 1893.

The following legislation relating to schools and education was passed by the General Assembly of 1893 :

CHAPTER XXVIII

An Act relating to the Management of County Homes

Section 3656 of the General Statutes is hereby amended by adding after the word "county," in the nineteenth line, the words, "or more than one, in accordance with the population and area of the town" ; so that the portion of said section containing said amendment shall read as follows : And they shall appoint a committee of one man or woman in each town of the county, or more than one, in accordance with the population and area of the town, who shall serve without compensation.

Approved, March 29, 1893.

CHAPTER XLI

An Act concerning the Appointment of School Officers

Section 2143 of the General Statutes is hereby amended to read as follows : The board shall annually assign the duty of visiting the schools of the town to one or more of their number ; if one only is assigned, he shall be called the acting school visitor or superintendent of public schools ; if more than one, they shall be called the acting school visitors, and such school officer or officers shall visit such schools at least twice during each term, once within four weeks after the opening, and again during the four weeks preceding the close, at which visit the schoolhouse and outbuildings, school register and library shall be examined, and the studies, discipline, mode of teaching, and general condition of the school investigated. Half a day shall be spent in each school so visited, unless otherwise directed by the board. They shall, one week at least before the annual town meeting, submit to the board a full written report of their proceedings, and of the condition of the several schools during the year preceding, with plans and suggestions for their improvement.

Approved, April 4, 1893.

CHAPTER LXIII

An Act relating to School Districts

Section 2154 of the General Statutes is amended to read as follows : Whenever a school district is formed from parts of two or more towns, either town shall have power to divide such district by annexing the parts lying in said town to any adjoining district therein ; *provided*, that the remainder of said divided district shall contain not less than forty persons between the ages of four and sixteen years ; *provided also*, that the above proviso shall not apply to that part of the town of Haddam lying on the east side of the Connecticut River.

Approved, April 19, 1893.

CHAPTER LXVII

An Act establishing The Storrs Agricultural College, and providing for the Distribution of Money received from the United States for Educational Purposes

SECTION 1 The name of the Storrs Agricultural School is hereby changed to The Storrs Agricultural College, by which name it shall hereafter be known and called.

SEC. 2 Section 1716 of the General Statutes is amended to read as follows: The Storrs Agricultural College is hereby established, and shall remain an institution for the education of youth whose parent or parents are citizens of this State; and the leading object of said college shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the General Assembly of this State shall prescribe, in order to promote the liberal and practical education of the industrial classes in accordance with the provisions of an act of Congress approved July 2, 1862, entitled, "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts" — also in accordance with an act of Congress approved August 30, 1890, entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July 2, 1862."

SEC. 3 Sections 1717, 1718, and 1719 of the General Statutes are amended by striking out the word "school" whenever it occurs, and inserting the word "college."

SEC. 4 Section 2253 of the General Statutes is amended to read as follows: The bonds of this State, endorsed and known as Agricultural College Bonds, and constituting the capital of the agricultural college fund, with all funds heretofore and hereafter received from the United States under an act of Congress approved July 2, 1862, and entitled "An act donating public land to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts," shall not be transferable except by special act of the General Assembly, but shall remain in the custody of the Commissioner of the School Fund; and the treasurer and said commissioner are hereby authorized to invest any money now in their hands, or that may hereafter come into their hands, belonging to the principal of said fund, in any securities, except personal securities, in which by law the savings banks of the State may invest, and said commissioner shall semi-annually receive and pay over the interest accruing from said fund to the treasurer of this State, who shall semi-annually pay over the interest accruing from said fund, and also the amount received by virtue of an act of Congress approved August 30, 1890, entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts, established under the provisions of an act of Congress, approved July 2, 1862," to Yale University, and to the board of trustees of The Storrs Agricultural College, in such proportions and for the purposes and on the conditions set forth in the succeeding sections; and the treasurer shall pay interest, at the rate of five per centum per annum, on the principal of such funds remaining in the treasury uninvested.

SEC. 5 The corporation of Yale University shall, upon the passage of this act, and semi-annually thereafter, report under oath to the treasurer of the State the number of pupils in attendance at Sheffield Scientific School, who had, previous to the passage of this act, been admitted as gratuitous pupils under the agreement between Yale College and the General Assembly of this State, as approved by Governor Buckingham, September 3, 1863, and thereupon the said treasurer shall pay over to Yale University a sum equal to twice the amount such pupils would be required to pay at the regular rates charged other pupils of the said school.

SEC. 6 After the passage of this act no further nominations or appointments of State pupils to the said Sheffield Scientific School shall be made, and no portion of the interest, accruing from the said act of Congress, approved July 2, 1862, and no part of the proceeds of the act of Congress of 1890, shall be paid over to said corporation of Yale University, except as provided in section five of this act, until said corporation shall contract in writing, in such form as the Governor shall approve, to fulfill and perform all the duties and obligations imposed upon it by this act.

SEC. 7 After the passage of this act, said corporation of Yale University shall furnish gratuitous education in such courses of instruction as, including the courses.

of instruction already instituted in said school, shall carry out the intent of the aforesaid act of Congress, approved July 2, 1862, in the manner especially prescribed by the fourth section of said act.

SEC. 8 Said corporation shall furnish gratuitous education in said courses of instruction to pupils who shall be annually nominated to be pupils of said school in the manner prescribed by law. The number of pupils to be so received gratuitously into said school shall be, in each year, such a number as would expend a sum equal to the interest on the proceeds of the aforesaid act of Congress, approved July 2, 1862, for the same year, in paying for their instruction in said school if they were required to pay for it at the regular rates charged to other pupils of said school for the same year. Said pupils shall be citizens of this State, and shall be admitted into said school upon the same terms and subject to the same rules and discipline which shall apply to all other pupils of said school, with the single exception that they shall not be required to pay anything for their instruction.

SEC. 9 All the interest and funds arising from the said acts of Congress, of 1862 and 1890, not paid over to Yale University by the provisions of this act, shall by said State Treasurer be paid over to the trustees of The Storrs Agricultural College, for the use of said college in the manner heretofore provided by law.

SEC. 10 Should any question of damages, growing out of the provisions of this act, arise between the corporation of Yale University and the State of Connecticut, such question of damages shall be referred to three commissioners, one to be selected by the General Assembly of this State, one to be selected by the corporation of Yale University, and a third commissioner to be agreed upon by the two first mentioned, or, in case of their disagreement, the third commissioner shall, upon application thereto by the other commissioners, be appointed by the chief justice of the Supreme Court of Errors of this State, and the decision of said commissioners, or of any two of them, in writing, shall be final, and their award shall, if in favor of Yale University, constitute a claim against the State. The comptroller is hereby authorized and directed to draw his order upon the treasurer in favor of Yale University, for the amount of such award, which shall be paid from the sum appropriated for general purposes.

SEC. 11 The State of Connecticut hereby assents to and agrees to receive the moneys granted by said act of Congress of 1890, and further agrees that said moneys shall be expended in accordance with the provisions of said act.

SEC. 12 Said corporation of Yale University and the trustees of The Storrs Agricultural College shall annually make and distribute the reports called for by the aforesaid acts of Congress.

SEC. 13 All acts and parts of acts inconsistent herewith are hereby repealed.

SEC. 14 This act shall take effect upon its passage.

Approved, April 21, 1893.

CHAPTER XCVI

An Act relating to School Expenses

SECTION 1 Whenever any school shall be discontinued under the provisions of Section 2241 of the General Statutes, or Chapter CCIII of the Acts of 1889, the school visitors may provide transportation for children to and from school.

SEC. 2 The expenses of transportation, when approved by the board of visitors, shall be paid by the town treasurer, upon the order of the selectmen.

Approved, May 5, 1893.

CHAPTER CXXII

An Act concerning Appeals from Commitments of Children to Public Institutions

SECTION 1 Chapter CLXXI of the Public Acts of 1889 is hereby amended to read as follows: An appeal shall lie from any judgment, order, or decree of a court of probate, judge of a city or police court, or justice of the peace committing any

child to the Connecticut School for Boys, to the Connecticut Industrial School for Girls, or to any county home for dependent or neglected children, to the next criminal term of the Court of Common Pleas to be held within and for the county where such judgment is rendered, but in towns of which the District Court of Waterbury has appellate jurisdiction in criminal cases, such appeal shall be taken to the next criminal term of said District Court, and in cases not in the jurisdiction of such Court of Common Pleas or District Court to the next criminal term of the Superior Court.

SEC. 2 Such appeal may be taken by any parent or guardian of the child so committed, or by the selectmen of the town in which such judgment is rendered, within twenty days thereafter; and the appellant shall enter into a recognizance, with surety, to the State, conditioned to answer to the complaint and abide the order and judgment of the court thereon.

SEC. 3 Complaints under Sections 3628, 3641, and 3658 of the General Statutes shall, on appeal, be tried by a jury, and such child shall be produced in court during trial and to receive final judgment, by the appellant or by the person or persons having such child in their possession or control; and the jury shall render a verdict of guilty or not guilty, or of proven or not proven, as the facts proved may warrant; and on a verdict of guilty or proven, sentence of commitment may follow as provided in said sections of the General Statutes.

Approved, May 18, 1893.

CHAPTER CXXIII

An Act relating to Payment of Debts of School Districts that have been Separated.

SECTION 1 Whenever any school district has been or shall hereafter be divided into two or more districts, and the said districts cannot agree upon the distribution of the property and assets of said district, between the two districts, or cannot agree upon the proportion that each district shall pay of the debts of the district owing at the time of the division, either of said districts may bring its complaint to the Superior Court in the county in which said districts are located, praying for such relief as it claims it is entitled to.

SEC. 2 Such complaint shall state the facts upon which the plaintiff claims relief, and shall be served upon the respondent district in the same manner as in civil actions, and said court may distribute the property and assets between the districts or set the entire property and assets to one district, as it shall find for the best interests of the district; and in case the property and assets are set to one of said districts, shall find and decree the sum of money that such district so receiving said property shall pay to the other district; and said court shall find and decree the proportion that each district shall pay of the debts and liabilities outstanding at the time of the division.

Approved, May 18, 1893.

CHAPTER CXXVI

An Act concerning Joint Meetings of Selectmen and School Visitors

SECTION 1 Section 2234 of the General Statutes is hereby amended to read as follows: The school visitors and selectmen in each town shall meet as a joint board on the third Tuesday of June in each year, and prepare a statement showing the estimated cost of each and all the public schools in their town, for the next succeeding school year, and shall immediately thereafter notify the committees of the respective school districts of the several amounts so fixed. This section shall not apply to towns which have consolidated their school districts.

SEC. 2 This act shall take effect upon its passage.

Approved, May 18, 1893.

CHAPTER CXXVIII

An Act concerning Election of High School Committees

SECTION 1 Section 2216 of the General Statutes is hereby amended to read as follows: Any town may choose by ballot at its annual town meeting a committee of three, four, or five residents of the town, who shall have all such powers and duties in relation to such schools as are by law imposed upon district committees in relation to district schools. If the number to be chosen is three or four, no person shall vote for more than two; if five, for not more than three. That number of persons sufficient to fill the committee who have the highest number of votes shall be elected. In case of a tie, that person whose name stands first or highest on the greatest number of ballots shall be elected.

SEC. 2 All acts and parts of acts inconsistent herewith are hereby repealed.

Approved, May 18, 1893.

CHAPTER CXLVIII

An Act relating to Temporary Homes for Dependent and Neglected Children

SECTION 1 Equal privileges shall be granted to clergymen and parents of all religious denominations to impart religious instruction to the inmates of the temporary homes for dependent and neglected children, and every reasonable opportunity shall be allowed such clergymen and the parents of said inmates, to give to such inmates as belong to their respective denominations such religious and moral instruction as they may desire; and the boards of management of said temporary homes shall prescribe reasonable times and places when and where such instruction may be given.

SEC. 2 This act shall take effect upon its passage.

Approved, May 25, 1893.

CHAPTER CLII

An Act concerning Election of Town High School Committees

The provisions of Chapter CLXXXI of the Public Acts of 1889, relating to the election of town officers, shall not apply to the town high school committees provided for by the provisions of Chapter CXXXVIII of the General Statutes.

Approved, May 25, 1893.

CHAPTER CLVII

An Act concerning the Study of Physiology and Hygiene

SECTION 1 The nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene shall be included in the branches of study taught in the common or public schools, and shall be studied and taught as other like required branches, by the use of graded text-books in the hands of pupils where other branches are thus studied, and orally in the case of pupils unable to read, and by all pupils in all schools supported wholly or in part by public money.

SEC. 2 The text-books used for the instruction required by the preceding section for intermediate and primary pupils shall give at least one-fifth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics, and the books used in the highest grade of graded schools shall contain at least twenty pages of matter relating to this subject; but when this subject is massed wholly or in part in a chapter or chapters at the end of a book, such book shall not be considered as meeting the requirements of this law.

SEC. 3 It shall be the duty of all school visitors to report to the comptroller if the provisions of this act have not been complied with, as specified in the preced-

ing sections; and any failure thus reported, or otherwise satisfactorily proven, shall be deemed sufficient cause for withholding the amount of school dividend which such district or districts are otherwise entitled to receive.

SEC. 4 No certificate shall hereafter be granted to any person to teach in the public schools of Connecticut who has not passed a satisfactory examination in physiology and hygiene with special reference to the effects and nature of alcoholic drinks and other narcotics upon the human system.

SEC. 5 Sections 2100 and 2141 of the general statutes are hereby repealed.

Approved, May 25, 1893.

CHAPTER CLXXVII

An Act concerning the State Board of Education

SECTION 1 There shall be a State Board of Education composed of the governor, lieutenant-governor, and four persons to be appointed as hereinafter provided. Three members shall constitute a *quorum* at the meetings of said board. The terms of the members of said board, except the governor and lieutenant-governor, shall be four years, and the term of one member shall expire on the first day of July in each year, the term of Edward D. Robbins of Wethersfield expiring on July 1, 1895, the term of Anthony Ames of Killingly expiring on the first day of July, 1896, the term of George M. Carrington of Winsted expiring on the first day of July, 1897, and the term of William G. Sumner of New Haven expiring on the first day of July, 1898. The General Assembly, at each regular session, shall appoint persons to fill the vacancies to arise before the next regular session of the General Assembly by expiration of such terms of office. All such vacancies not filled by the General Assembly and all vacancies otherwise arising shall be filled by the governor and lieutenant-governor for the unexpired term so left unfilled. The board shall appoint a secretary, who shall under its direction and control perform such services in the execution of its duties and powers as the board may prescribe, and who shall be paid such salary as the board may determine. The board shall have power to hire necessary clerks, who shall assist the secretary and shall perform such clerical and other duties as the board or the secretary shall prescribe.

SEC. 2 Sections 2095 and 2097 of the general statutes and all other acts and parts of acts inconsistent herewith are hereby repealed.

Approved, June 1, 1893.

CHAPTER CLXXVIII

An Act to Promote the Establishment and Improvement of Public Libraries and School Libraries

SECTION 1 Any town, borough, or city may establish a public library, the use of which, under proper regulations, shall be free to its inhabitants. Any town, borough, or city may expend such sum of money as may be necessary to provide and furnish suitable rooms or a suitable building for the library so established or for a previously existing public library, the use of which is free to its inhabitants.

SEC. 2 Any town, borough, or city may annually expend such sum of money as shall be necessary for the proper maintenance and increase of a public library within its limits whose use is free to its inhabitants. Any town shall have power at any meeting, duly called for the purpose, to fix by a proper by-law the amount which shall be annually expended for the public library therein. The treasurer of such town shall thereafter annually pay upon the order of the officer designated by the directors or trustees managing its public library the bills incurred for the maintenance and increase of said library, not exceeding in the aggregate the sum specified in said by-law. The town clerk may deposit in a public library within his town any books other than records placed by law or otherwise in his custody.

SEC. 3 Any town, borough, or city may receive, hold, and manage any devise, bequest, or donation for the establishment, increase, or maintenance of a public library within its limits.

SEC. 4 In the absence of any other lawful provision for the management of a public library in any town or borough, the said town or borough shall elect a board of directors who shall manage said public library. Said board may, from time to time, make by-laws not inconsistent with the laws of this State for its own government and may adopt rules controlling the use of the library and the administration of its affairs. Said board shall have the exclusive right to expend according to its best judgment all money appropriated by the town or borough for the library, and shall have control of the grounds, buildings, and rooms used for the purposes of the library.

SEC. 5 The first election of directors may take place at any meeting of the town or borough called for that purpose. It shall first be determined by a by-law of the town to be adopted at this meeting what the number of directors constituting said board shall be, such number to be in all cases one divisible by three. One-third of this number shall then be elected to hold office until the next annual meeting, one-third until the second annual meeting, and the remaining one-third until the third annual meeting thereafter. At each annual meeting of said town or borough, one-third of the directors shall be elected by ballot to hold office for three years.

SEC. 6 No director of a public library elected as above provided shall receive compensation for any services rendered as director.

SEC. 7 The State board of education shall annually appoint five persons who shall be known as the Connecticut Public Library Committee.

SEC. 8 No member of said library committee shall receive any compensation for his services as such member, but the board may expend a sum not exceeding five hundred dollars annually for clerical assistance and incidental and necessary expenses incurred in the discharge of its duties.

SEC. 9 The librarian or director of any public library and the teachers of any public school may ask said committee for advice and assistance in regard to the selection and purchase of books, the cataloguing of books and any other matters pertaining to the maintenance or administration of the library, and the committee shall give advice and assistance in regard to said matters so far as it shall find it practicable to do so. The committee shall biennially make a report of its doings to the General Assembly.

SEC. 10 If any town having no free public library shall establish a free public library and shall provide for the care, custody, and distribution of books and for the future maintenance and increase of such library in a manner satisfactory to said library committee, said committee is hereby authorized to expend for books to be selected by the said committee a sum not to exceed the amount expended by the said town for the establishment of such library and not to exceed two hundred dollars.

SEC. 11 The treasurer of the State shall pay the bills incurred under this act upon the order of the secretary of the State board of education. Said board shall keep an account of all money expended under this act, and the comptroller shall annually audit said account. The provisions of sections 405 and 407 of the general statutes shall not apply to the payment of money expended under this act.

SEC. 12 No person shall be ineligible by reason of sex to serve on the board of directors of any public library or on the Connecticut public library committee.

SEC. 13 Sections 143, 144, and 153 of the General Statutes are hereby repealed.

SEC. 14 This act shall take effect upon its passage.

Approved, June 1, 1893.

CHAPTER CCIII

An Act concerning Flags for School Districts

SECTION 1 It shall be the duty of the selectmen to provide on or before the first day of October, 1893, each schoolhouse, in which schools are maintained within their respective towns, not already supplied, with a United States flag of silk or bunting, not less than four feet in length, and a suitable flag-staff, or other arrangement whereby such flag may be displayed on the schoolhouse grounds every

school day when the weather will permit, and on the inside of the schoolhouses on other school days; and to renew such flag and apparatus from time to time when necessary.

SEC. 2 Suitable exercises, having reference to the adoption of the national flag, shall be had on the fourteenth day of June in each year, or in case that day shall not be a school day, then on the school day preceding or on such other days as the school visitors or board of education may prescribe.

Approved, June 14, 1893.

CHAPTER CCXV

An Act amending an Act relating to Normal Schools

Section one of Chapter CLXXXVI of the public acts of 1889 is amended to read as follows: The state board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this State at the places where such schools are legally established, and such sum as the State board of education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the State, on the order of said board. But the board shall not expend any money for any normal school hereafter established until the town, city, or city school district in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished schools in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

Approved, June 14, 1893.

CHAPTER CCXXVII

An Act concerning Evening Schools

SECTION 1 Every town and school district having ten thousand or more inhabitants shall establish and maintain in addition to the schools required by law, evening schools for the instruction of persons over fourteen years of age, in such branches as the proper school authorities of the town or district shall prescribe; *provided*, that this act shall not apply to any district located in a town which maintains such schools.

SEC. 2 The board of school visitors, board of education, or town school committees, shall have the same supervision over evening schools established pursuant to this act as is by law conferred upon the school committees of consolidated districts.

SEC. 3 No person over fourteen and under sixteen years of age, who cannot read and write, shall be employed in any manufacturing, mercantile, or mechanical occupation in any town where evening schools are established under the provision of the preceding sections, unless he can produce, every school month of twenty days, a certificate from the teacher of an evening school established under this act showing that he has attended such school twenty consecutive evenings in the current school year, and is a regular attendant. Any person who shall employ a child contrary to the provisions of this act shall be fined not more than fifty dollars.

SEC. 4 The board of school visitors, board of education, or town committee, as the case may be, of any town wherein evening schools are established and maintained, under this act, shall annually on the first Monday of July, certify to the comptroller the average number of scholars attending such schools within the current school year, and the comptroller shall thereupon draw his order on the treasurer of the State, in favor of such board of education, board of school visitors, or town committee, for the use of such schools, in the sum of three dollars for each scholar included in the number so certified. And the treasurer shall pay the same upon presentation. No money shall be paid under the provisions of this section unless such evening schools have been maintained for at least one hundred sessions

in each school year, nor until the board of school visitors, board of education, or town committee, has reported to the State board of education concerning the condition and progress of said schools.

SEC. 5 Any town of less than ten thousand inhabitants may at its annual town meeting vote to establish evening schools under the provisions of this act.

SEC. 5. The provisions of section 1755 of the general statutes shall be applicable to section three of this act.

Approved, June 23, 1893.

CHAPTER CCLV

An Act concerning Commitments of Neglected and Dependent Children

SECTION 1 Any child committed to a temporary home by virtue of the provisions of Chapter CCXXVIII of the General Statutes, or transferred or committed to any suitable person or institution, by the provisions hereof, may, upon petition of the parents or guardian of such child to the board of managers, or the court or authority that made the commitment or transfer, be released and discharged from said temporary home, and from the authority of said board of managers, said persons, or institutions, to such parents or guardians, when it is shown upon inquiry had that the causes for which the commitment was made no longer exist; and said board, court, or authority may transfer any child from such home to the keeping of any suitable person or institution upon the petition of the parents or guardian thereof, upon said board, court, or authority being satisfied and assured, after due inquiry had, that such transfer will be for the welfare and best interest of said child; *provided, however*, that the town which committed any child to the temporary home, or the town to which said child, if a pauper, would be legally chargeable, shall not be liable for the expense of supporting such child after such transfer; *and further provided*, that the words "court or authority" shall not be so construed as to include justices of the peace.

SEC. 2 Commitments of children by virtue of the provisions of said chapter may be made by the authority designated in said chapter, to any suitable person or institution consenting thereto, designated by the parents or guardians of such children, upon being satisfied, after due inquiry made, that such a commitment will be for the welfare and best interest of such children; *provided, however*, that the town from which any child is committed under the provisions of this section, or the town to which said child, if a pauper, would be legally chargeable, shall not be liable for the expense of supporting such child by the person or institution to which such child is committed.

SEC. 3 Ministers of the gospel shall have free access to the several places of commitment and residence of children of their respective communions for the purpose of administering moral and religious instruction at such reasonable times as shall be designated by the board of managers of said temporary homes.

SEC. 4 All children committed or transferred in accordance with the provisions hereof shall be subject to the authority and supervision of the board of managers of the temporary home of the county in which the commitment or transfer takes place, and said board of managers, or their agents, may visit said children in the several places of commitment provided herein, in the same manner and with the same authority as is provided in Section 3656 of the General Statutes in reference to the visitation of selected families, and said managers may for good and sufficient cause remove temporarily to the temporary home of said county any child so committed or transferred until such cause is terminated; *provided*, that if said cause be not terminated within thirty days, then said managers may find private family homes for said children in accordance with the provisions of Chapter CCXXVIII of the General Statutes.

SEC. 5 All acts and parts thereof inconsistent herewith are hereby repealed; *provided*, that the provisions hereof do not apply to the Connecticut Industrial School for Girls, or the laws relating thereto.

Approved, June 29, 1893.

CHAPTER CCXXXVIII

An Act relating to the School Fund.

Whenever, on the first day of March, in each year hereafter, it shall be found, by reason of increase of the number of children in this State between the ages of four and sixteen according to the enumeration as provided by law, or for any other cause, that the amount of the income received by the Commissioner of the School Fund from said fund shall not be sufficient to make a distribution, as provided by law, of not less than seventy-five cents for each of said children, according to said enumeration, it shall be the duty of the Comptroller, upon the written request of Commissioner of the School Fund, to draw his order on the treasurer in favor of said Commissioner of the School Fund, for such sum as will, with the income derived from said school fund, be sufficient to make a distribution in each year, as provided by law, of not less than seventy-five cents for each child, according to the enumeration of the preceding year, which amount shall be credited to the income of the school fund, for the purposes of said distribution, and a receipt therefor shall be given to the Treasurer by said Commissioner of the School Fund.

Approved, June 29, 1893.

CHAPTER CCLXV

An Act to Secure Proper Sanitary Provisions and Proper Ventilation in Schoolhouses

SECTION 1 Every schoolhouse shall be kept in a cleanly state and free from effluvia arising from any drain, privy, or other nuisance, and shall be provided with a sufficient number of proper water-closets, earth-closets, or privies, for the reasonable use of the pupils attending such schoolhouses.

SEC. 2 Every schoolhouse shall be ventilated in such a manner that the air shall not be injurious to the health of the persons present therein.

SEC. 3 Whenever it shall be found by the State Board of Education or by the Board of School Visitors or School Committee of the town or district in which any schoolhouse is located, that further or different sanitary provisions or means of lighting or ventilating are required in any schoolhouse, and that the same can be provided without unreasonable expense, either of said boards or committees may recommend to the person or authority in charge of or controlling such schoolhouse, such changes in or other and further means of ventilating, lighting, or sanitary provisions for such schoolhouse as they may deem necessary. In case such changes so recommended be not made substantially as recommended within two weeks of the date of service thereof, such board or committee may make complaint to the board of health, health committee, or health officer of the community in which such schoolhouse is situated, and said board of health, health officer, or health committee, after notice to and hearing of all the parties interested, shall order such changes in or such other and further provisions made in the lighting, ventilating, or sanitary provisions of such schoolhouse as they may deem necessary and proper.

SEC. 4 Any person violating any provision of the preceding sections shall be punished in the manner provided in section 2609 of the General Statutes.

SEC. 5 The word schoolhouse shall be held to mean any building or premises in which instruction is afforded to not less than ten pupils at one time.

Approved, July 1, 1893.

CHAPTER CCLXVI

An Act concerning the Right of Women to Vote for School Officers

SECTION 1 Every woman who shall have attained the age of twenty-one years, who shall be a citizen of this State, or of the United States, and who shall have resided in the State one year, and in the town for six months, and can read the English language, shall have the right to vote at any meeting held for the purpose of choosing any officer of schools or for any educational purpose under the general or special laws of this State.

SEC. 2 Any woman who is entitled to vote under the first section of this act may be registered by the Town Clerk as a qualified voter in town or school district meetings, by making application to him for that purpose. It shall be the duty of the Town Clerk in each town to keep a registry list of the women entitled to vote in town or school district meetings under the provisions of this act, and to register the names of any women who may apply for registration for that purpose; *provided*, that after being examined by him under oath they shall satisfy him that they have the qualifications required by this act.

SEC. 3 Any woman who, after taking such oath before the Town Clerk, shall testify falsely concerning her qualifications, or shall knowingly vote illegally at any school, town, or district meeting, shall be guilty of a misdemeanor, and, upon conviction thereof, shall be punished by a fine of fifty dollars, or imprisoned thirty days.

SEC. 4 Whenever, in any school district, registry lists shall be used by those voting in school district meetings, it shall be the duty of the registrars of voters of the town in which such districts are situated, to prepare separate lists of the names of those women residing in such school districts, or the voting districts of any such school districts, that have been registered by the Town Clerk under the provisions of this act.

SEC. 5 At all elections to which the provisions of Chapter CCXLVII of the Public Acts of 1889 apply, there shall be provided a separate ballot-box distinctly marked "For Women's Ballots," and all ballots of persons permitted to vote under the provisions of this act shall be deposited in the box so labeled.

Approved, July 1, 1893.

The following Special Acts were passed :

Authorizing the Second North School District of Hartford to issue Bonds

SECTION 1 That the Second North School District of the town of Hartford be, and it is hereby, authorized and empowered to issue its bonds or other obligations, in sums of one thousand dollars each, bearing interest at no greater rate than four per centum per annum, payable semi-annually, to an amount not exceeding in the aggregate the sum of one hundred and fifty thousand dollars; said bonds to run for a period of thirty years with power of renewal or extension, but payable at the option of said district at any time after ten years from their date, as said district may determine.

SEC. 2 The proceeds of said bonds shall be used in payment of the indebtedness of said district incurred and to be incurred, and in payment of the expenses connected with the purchase of land for, and the construction and furnishing of a new schoolhouse for the use of said district. And said bonds, when authorized to be issued by said district in accordance with the provisions and limitations of this act at a meeting of said district called for that purpose, shall, when so issued, be obligatory upon said district and the inhabitants thereof.

Approved, March 10, 1893.

An Act Making Appropriations for Sundry Deficiencies

SECTION 1 The following sums are hereby appropriated to be paid out of money in the treasury not otherwise appropriated, to supply deficiencies in appropriations for the two years ending June 30, 1891: . . . for common schools, nine thousand six hundred and fifty-eight dollars.

Approved, March 17, 1893.

Incorporating the Glastonbury Free Academy

SECTION 1 That James B. Williams, William S. Williams, A. O. Crosby, Thomas H. L. Tallcott, Edwin H. Andrews, William F. Warner, Nelson S. Bailey, S. H. Williams, P. H. Goodrich, Thomas J. Outtrim, James O. Griswold, and their associates and successors, together with the resident ministers, who are now, or may hereafter be the pastors of the several Congregational, Protestant Episcopal, and Methodist Episcopal churches, located in Glastonbury, while they remain in charge of said several churches, be, and they are hereby constituted a body politic and corporate forever, by the name of the Glastonbury Free Academy, and by that name shall have continual succession, and shall be capable in law to sue and be sued, plead and be impleaded, defend and be defended, in all courts and places whatsoever, may have a common seal, and may alter and change the same at pleasure; and may take by purchase, gift, grant, devise, or otherwise, any real and personal estate whatever, and may invest, sell, transfer, and convey the same at pleasure; *provided*, that the amount of said estate, real and personal, shall not exceed seventy-five thousand dollars, and the same shall be exempt from taxation, so long as said estate and the income therefrom shall be used for the purposes of free education and improvement, as hereinafter provided.

SEC. 2 Said corporation shall establish and maintain a free public school for the instruction of the youth of said Glastonbury in the various branches of learning usually taught in academies and schools of the higher grades; may maintain, or authorize others to maintain, a public free reading-room and library in their school building; may receive pupils from other places upon such terms as may be agreed upon; may adopt such by-laws and regulations as shall from time to time be deemed best for the well-ordering and management of the affairs of the corporation, not repugnant to the constitution or laws of this State, or the United States, and the same to alter or repeal at pleasure; may fill all vacancies in the number of corporators herein designated by their names, or of their successors duly appointed, which vacancies may be occasioned by death, resignation, or removal from the town of Glastonbury, and neglect for two years to attend any meeting of the corporators may be considered as a resignation.

SEC. 3 Said corporation shall hold an annual meeting in the month of June or July, and special meetings whenever directed by the president, or requested in writing by three corporators. The secretary shall give at least five days' written or printed notice of all meetings, when so directed or requested, to each corporator personally, or the notice may be left at his house, or sent through the post-office at least five days before the day of meeting. At each annual meeting the corporators shall choose by ballot from among their number, a president, a vice-president, a secretary, and a treasurer. The treasurer shall give a bond with surety for the safe management of all funds entrusted to him, and their disposal as directed by the corporation. They shall also appoint at the annual meeting, a committee on instructors, on instruction, on investments, on real estate, and such other committees as may be desired. All officers and committees so chosen and appointed shall hold office until their successors are chosen and accept their places. No business shall be transacted at a special meeting other than that specified in the notice.

SEC. 4 The first meeting of the corporators shall be held within one month after the passage of this resolution, and shall be called by T. H. L. Tallcott, giving the notice required to be given by the secretary for an annual meeting. At the first meeting, the officers and committees shall be chosen and appointed, and such other business transacted as may be done at an annual meeting. At all meetings of the corporation, five members shall be a quorum for the transaction of business.

Approved, March 23, 1893.

Amending the Charter of the Trustees of the Episcopal Academy of Connecticut

That the act of incorporation of the trustees of the Episcopal Academy of Connecticut, be, and the same is hereby, amended by striking out, in the first paragraph

thereof, the words "not exceeding thirty thousand dollars," and inserting in lieu thereof the words "not exceeding one hundred thousand dollars. And for the purpose of properly managing the affairs of said corporation, it shall be permitted to borrow money from time to time, as it may find necessary and convenient, and give its notes or bonds as evidence of such indebtedness, and to secure the same by a mortgage upon its real estate."

Approved, March 29, 1893.

Appropriation for completing State Normal School

The sum of seventy-five thousand dollars is hereby appropriated to the State Board of Education, to be paid out of any money in the treasury not otherwise appropriated, for the purpose of completing the construction of the building for the use of the State Normal School at Willimantic, which sum may be drawn upon the presentation of proper vouchers for expenditures made in said construction.

Approved, March 29, 1893.

Concerning the Union School District of Prospect

That the annual meeting of the Union School district of Prospect, shall be held on the first Monday of June in each year, instead of on the first Monday of October, as now provided by law.

Approved, April 5, 1893.

Authorizing the Meeting-House School District to issue Bonds

SECTION 1 That the Meeting House School District, in the town of Greenwich, and county of Fairfield, be, and the said district hereby is, authorized and empowered to issue coupon bonds in denominations not less than one hundred dollars or more than five hundred dollars, to an amount not exceeding the sum of fifty thousand dollars, bearing interest at no greater rate than four per centum per annum, payable semi-annually, the principal of said bonds to be payable twenty years from the date thereof; and the funds raised on said bonds shall be expended in the payment and discharge of indebtedness of said district for moneys heretofore expended in district improvements, and of other indebtedness of said district heretofore accrued.

SEC. 2 Said bonds, when executed under the hand of the committee and treasurer, and issued and delivered by said district, or by its officers or agents duly appointed therefor, shall be obligatory on said district, and upon the inhabitants thereof, according to the tenor and purport of the same.

SEC. 3 Beginning with the year 1903, and thenceforth each year thereafter, till the maturity of said bonds, the district aforesaid shall set apart out of its annual income, and pay over to the Greenwich Trust, Loan, and Deposit Company, as sinking fund commissioner, the sum of three thousand dollars, to retire said bonds at the date of their maturity.

SEC. 4 Said Greenwich Trust, Loan, and Deposit Company shall be the sinking fund commissioner; and shall be custodian of the district sinking fund, and shall invest and reinvest the same according to the statute regulating the investment of trust funds.

Approved, April 19, 1893.

Concerning Meeting of the Granby Central Academy Association

That Frederick E. Rice of Granby, be, and he hereby is, authorized and directed to call a meeting of the stockholders of the Granby Central Academy Association, to be held in the building owned by said association on the ninth day of May, 1893, at seven o'clock in the evening, for the purpose of choosing officers of said association, and considering the propriety of selling the property of said association, and

distributing the proceeds among the stockholders of said association in accordance with the constitution thereof, and taking any and all such steps relative to such sale as said association may deem proper.

Approved, April 19, 1893.

Incorporating the Trustees of the Handicraft Schools of Hartford

SECTION 1 That Francis Goodwin, Jacob L. Greene, Nathaniel Shipman, G. Pierrepont Davis, Charles Hopkins Clark, and James A. Smith, all of the city of Hartford, and Charles M. Beach of the town of West Hartford, and James Goodwin of Berlin, be and they are hereby constituted a body politic and corporate, under the name of the Trustees of the Handicraft Schools of Hartford, and by that name they and their associates and successors shall and may have perpetual succession; may sue and be sued, plead and be impleaded, in all the courts of this State and elsewhere; may adopt a common seal, and use and alter the same at pleasure; may take, by purchase, gift, devise, bequest, or otherwise, and have, hold, and enjoy to themselves and their successors, both real and personal estate of whatever nature, and may sell, convey, grant, aliene, lease, mortgage, invest, use, and dispose of the same and the income thereof, for the uses and purposes herein-after set forth; *provided*, that the amount of real estate which the corporation shall own shall not exceed the value, at the original cost price, of two hundred thousand dollars; *and further provided*, that all property, both real and personal, used for the specific purposes of this organization shall be exempt from taxation.

SEC. 2 The objects for which this corporation is hereby created are the education, instruction, training, and aid or help in the training, instruction, or education of children and youth in industries, trades, arts, or employments which may be of practical benefit in life, by all such means and appliances as to said corporation may, from time to time, seem best and wise. Said corporation is empowered to co-operate with, unite with, assist, and aid other associations or corporations which may desire to promote the industrial education of youth; may lease to them its real estate, and may associate itself with other associations or corporations, in such manner as seems to it wise, for the purpose of promoting industrial education; but this power does not permit the merger of this corporation, or consolidation of its franchises with any other corporation.

SEC. 3 Said corporation shall have power to elect such officers as it may find convenient, and make and carry into effect by-laws for the regulation of said corporation, and the management and disposition of its affairs and property; *provided*, said by-laws are not contrary to the constitution and laws of this State or of the United States.

SEC. 4 The first meeting of this corporation shall be held within twelve months from the passage of this act, the first corporator named giving notice to the others of the time and place of meeting.

Approved, April 19, 1893.

An Act Amending the Charter of the City of Bridgeport

This act applies to the school appropriations of Bridgeport.

Authorizing the Loan of State Arms

That the Quartermaster-General be and he hereby is authorized to loan to the State Normal School at New Britain fifty muskets, under such restrictions and with such security against damage and loss as he may prescribe.

Approved, April 25, 1893.

Amending the Charter of Bacon Academy

That the present resident trustees of Bacon Academy, in the town of Colchester, shall hold their offices until July 1, 1895, and that hereafter the persons elected trustees shall hold their offices for the term of four years.

Approved, May 5, 1893.

For Winding up the Manchester Center Academy Corporation

That Charles S. Cheney and George W. Ferris of Manchester, or either of them, are authorized to call a meeting of the shareholders of the Manchester Center Academy Corporation within twelve months from the passage of this resolution, for the purpose of winding up the affairs of said corporation.

Approved, May 5, 1893.

Incorporating the Society for Education Extension

SECTION 1 That James P. Andrews, William E. Collins, George H. Day, Rodney Dennis, John M. Fairfield, Wilbur F. Gordy, Chester D. Hartranft, Henry E. Hastings, John M. Holcombe, Clarence B. Ingraham, Edwin K. Mitchell, George Pope, George R. Sheppard, Charles C. Stearns, P. Henry Woodward, Charles F. Johnson, Richard Burton, Flavel S. Luther, James G. Batterson, Fred H. Chapin, Henry Ferguson, Forrest Morgan, Willis I. Twitchell, Jacob L. Greene, Samuel M. Hotchkiss, John J. McCook, and all such other persons as may be from time to time associated with them, and their successors, be and they are hereby constituted a body politic and corporate by the name of The Society for Education Extension, to be located in the town of Hartford, and by that name shall have perpetual succession, and be capable in law to hold, purchase, grant, sell, or receive, in trust or otherwise, all kinds of property, real, personal, or mixed, and any property or interest therein given, devised, or bequeathed to it for the purposes of its creation; and may contract and be contracted with, sue and be sued, plead and be impleaded in all courts and places whatsoever; may have and use a common seal, and change and alter the same at pleasure, and may make and establish such by-laws, rules, and regulations for the government of said corporation and the conduct of its affairs as it shall deem expedient, not inconsistent with the constitution and laws of this State or of the United States.

SEC. 2 The object for which said corporation is formed is the promotion, by lectures and other methods of instruction, of all branches of education.

SEC. 3 The property and affairs of said corporation shall be managed and governed by a board of trustees, consisting of not less than fifteen nor more than thirty-six persons, and such trustees shall have power to elect their own successors, and add to their number within the limit above-named.

SEC. 4 The following named persons: James P. Andrews, William E. Collins, George H. Day, Rodney Dennis, John M. Fairfield, Wilbur F. Gordy, Chester D. Hartranft, Henry E. Hastings, John M. Holcombe, Clarence B. Ingraham, Edwin K. Mitchell, George Pope, George R. Sheppard, Charles C. Stearns, and P. Henry Woodward are hereby appointed and constituted as such board of trustees, and shall hold their office as such trustees until the fourth Wednesday of January, 1894, and until said board of trustees shall elect their successors.

SEC. 5 The board of trustees may elect from their membership a president, vice-president, secretary and treasurer, and may also elect an executive committee; and may invest the said officers and executive committee with such powers respecting the government and management of the property and affairs of said corporation as said board of trustees may deem expedient, subject, however, at all times, to the controlling authority of said board of trustees.

SEC. 6 A majority of the above-named trustees may call the first meeting of said corporation upon giving at least five days' notice in writing to each of the trustees aforesaid of the time and place of said meeting; and at said meeting by-laws shall be adopted and the officers and executive committee above referred to may be elected.

SEC. 7 The annual meeting of said corporation shall be regularly held in the town of Hartford on the fourth Wednesday in January at the office of said corporation, notice of which meeting shall be given in the manner prescribed by the by-laws.

SEC. 8 The property of said corporation shall, so long as the same is devoted exclusively to the promotion of education, be exempt from taxation.

Approved, May 18, 1893.

Relating to the Union School District of Goshen

That all that territory of the town of Norfolk, embraced within the limits of the Union School District of the town of Goshen, so called, being a school district formed from certain territory in the towns of Goshen, Cornwall, and Norfolk, be and the same is hereby separated from said Union School District, and shall hereafter cease to be a portion thereof; and said territory hereby separated from said Union School District is hereby annexed to and shall, upon the passage of this resolution, become a part of the South Norfolk School District, a school district in said town of Norfolk.

Approved, May 18, 1893.

Relating to the Norwich Free Academy

That the resolution passed by the General Assembly at its May session, 1867, and approved June 19, 1867, making certain persons corporators of the Norwich Free Academy, be and the same is hereby repealed; *provided*, this repeal shall not affect the rights of any corporator heretofore acquired by virtue of said resolution.

Approved, May 18, 1893.

An Act Making Appropriation for Deficiency in the Appropriation for Normal Schools for the Fiscal Years Ending June 30, 1891, and September 30, 1892

SECTION 1 The following sum is hereby appropriated, to be paid out of any money in the treasury not otherwise appropriated, to supply a deficiency in the appropriation for the fiscal years ending June 30, 1891, and September 30, 1892: State Board of Education, for Normal Schools, thirteen thousand, one hundred, seventy-three dollars, and forty-eight cents.

SEC. 2 This act shall take effect upon its passage.

Approved, May 18, 1893.

Incorporating the Manresa Institute

SECTION 1 That the present members of the Manresa Institute, and all others who shall hereafter become members thereof, be, and they are hereby, constituted and created a body politic and corporate by the name of the Manresa Institute, and by said name they and their successors shall be known and called, and shall have perpetual succession, with power to sue and be sued, to plead and be impleaded, in all suits whatsoever, either at law or in equity, and to purchase, receive, hold, use, enjoy, mortgage, and convey any and all estate, real and personal, necessary or proper for carrying out the objects of this resolution, not exceeding in value one hundred thousand dollars.

SEC. 2 The said corporation shall be located in the town of Norwalk, in this State.

SEC. 3 The objects of the said corporation shall be to educate young men for the priesthood, and to provide a place of meditation, retreat, and seclusion for priests and laymen of the United States.

SEC. 4 The said corporation shall have, possess, and enjoy all the rights, powers, and privileges, and be subject to all the duties and obligations possessed by and enjoined upon ecclesiastical societies by the laws of this State, and its property shall be exempt from taxation.

SEC. 5 The said corporation may adopt by-laws, rules, and regulations, not inconsistent with the constitution and laws of this State, or of the United States, and may amend or repeal the same, at pleasure.

SEC. 6 The present officers of the said society shall perform their respective duties and be the officers of the said corporation, until the said corporation shall elect such officers as, in their judgment, may seem necessary, and an election for this purpose shall be held within one year from the time this act takes effect.

SEC. 7 This act shall not take effect unless accepted by a majority vote of the members of said society, duly warned, and held for that purpose, under its existing laws, before October 1, 1893.

Approved, May 18, 1893.

Incorporating the Courtland School

SECTION 1 That M. J. Miner, Frances A. Marble, and Clara Miner, with such other persons as may be associated with them for that purpose, are constituted a body politic and corporate by the name of the Courtland School, to be located in the city of Bridgeport, and said corporation is hereby authorized and empowered to buy, own, rent, lease, sell, and dispose of all such real or personal property as may be convenient or necessary for the purpose of carrying on a boarding and day school within the limits of said Bridgeport.

SEC. 2 The capital stock of said corporation shall be ten thousand dollars, with the privilege of increasing the same to fifty thousand dollars, and shall be divided into shares of one hundred dollars each, which shares shall be deemed personal property, and shall be transferable only on the books of the corporation by the holder or his duly authorized attorney, in such manner as the by-laws of said corporation may prescribe.

SEC. 3 The corporators named in the first section of this act, or a majority of them, shall open books to receive subscriptions to the capital stock of said corporation, at such times as such corporators, or a majority of them, may appoint, and shall give such notice thereof as they may deem reasonable, and may receive subscriptions under such regulations as they may adopt for that purpose. Said corporation may begin business when fifty shares shall have been subscribed for.

SEC. 4 Said corporators, or a majority of them, are hereby authorized to call the first meeting of the stockholders of said corporation, in such manner and at such time and place as they may appoint, for the purpose of organizing under this act, and adopting suitable by-laws, and electing or appointing such officers as such by-laws may prescribe. At all meetings of the stockholders each share shall be entitled to one vote, which may be cast either by the holder thereof or by proxy.

SEC. 5 The stock, property, and affairs of said corporation shall be managed by a board of directors, consisting of not less than three nor more than five, as may be provided for in the by-laws, and adopted by said corporation. All vacancies happening in said board may be filled as provided in said by-laws.

SEC. 6 The books of the corporation containing its accounts shall, at all reasonable times, be open to the inspection of any stockholder, and as often as once in each year a statement of the affairs of said corporation shall be made to the stockholders thereof.

Approved, May 18, 1893.

Authorizing the East Portchester School District of Greenwich to Issue Bonds

That the East Portchester School District of the town of Greenwich be, and it is hereby, authorized and empowered to issue its bonds or other obligations bearing interest at no greater rate than five per centum per annum, payable semi-annually, to an amount not exceeding twenty thousand dollars, with or without coupons attached, payable in twenty years from the date of issue. The proceeds of the sale of such bonds shall be used solely for the purpose of funding the floating indebtedness of said district, and to build a new schoolhouse therein; and such bonds, when executed and delivered by the committee, or a majority of the committee, of said district, shall be obligatory upon said district and the inhabitants thereof, according to the tenor and purport of the same.

Approved, May 18, 1893.

Concerning State Normal Schools at New Haven and Bridgeport

SECTION 1 That the State Board of Education shall procure plans, obtain sites, and cause to be constructed and furnished two buildings for use as State normal schools—one at New Haven, and one at Bridgeport—at an expense to the State of not exceeding two hundred thousand dollars.

SEC. 2 The comptroller shall draw his orders on the treasurer in favor of said board, from time to time, for such sums as it shall require, to be paid out of any money that shall be appropriated by the General Assembly for such purposes, upon the presentation of proper vouchers for expenditures made in such construction and furnishing. The board shall, as often as once in three months, file vouchers with the comptroller for all money expended by it for said purposes; *provided*, that not more than twenty-five thousand dollars shall be drawn from said appropriation for each of said buildings in any one year; but such appropriation shall not lapse, but shall remain a fund to be drawn upon at any time within four years from the passage of this resolution.

SEC. 3 Should the city of Bridgeport or the New Haven City School District desire the completion of said buildings at a date earlier than the money so appropriated may be available, said city or school district may advance to said board funds necessary therefor, and any money so advanced may be refunded by the board when drawn from such appropriation, but no interest shall be paid on sums so advanced.

SEC. 4 Should said city of Bridgeport or the New Haven City School District desire the erection of a building more expensive than the sum limited by this resolution, they may, respectively, pay to said board for that purpose any sum necessary therefor.

SEC. 5 The said board shall not expend any money under this resolution for said buildings until the city of Bridgeport and the New Haven City School District, respectively, shall have conveyed to said board, free of expense to the State, sites which shall be satisfactory to said board, and shall have, respectively, agreed in writing with said board to hereafter furnish suitable and sufficient school buildings, and model and practice schools, in connection with the training department of said normal schools, the terms of said agreement to be satisfactory to said board. Said city and school district are, respectively, hereby authorized to appropriate sums sufficient to pay for said sites at meetings specially warned and held for that purpose and to make and carry out the agreements herein provided for.

SEC. 6 Both or either of said schools may be opened for students in September, 1892, or at any time thereafter, whenever said city of Bridgeport or said New Haven City School District shall furnish, free of charge, a building or rooms satisfactory to said board, to be occupied until the buildings authorized by this resolution are completed.

Approved, May 25, 1893.

Appointing a Commissioner on Question of Damages between Yale University and the State

That Dwight Loomis of Hartford be, and he is hereby, appointed, in accordance with provisions of Section 10 of Chapter LXVII of the Public Acts, passed at this session of the General Assembly, a commissioner, to act with others that may be appointed in accordance with said provisions, to determine whether Yale University has a just and legal claim for damages against the State of Connecticut by reason of the passage of said act, and if so, the amount of such damages.

Approved, June 7, 1893.

Derby School District

SEC. 28 Said city shall be a consolidated school district; and said city shall be substituted for and take the place of the town of Derby in all meetings, matters, duties, powers, obligations, and proceedings required by law of or by the town of Derby in all matters concerning education, and shall act instead of said town; and all the powers, obligations, duties, rights, and property of the several school districts and said town shall, with reference to education, be vested in and belong to said city, which shall be and act to all intents and purposes as such consolidated school district.

There shall be in said city a board of education, consisting of six electors, who shall hold office for the term of four years from the first Monday of January suc-

ceeding their election, and until their successors are duly elected and qualified. Each ward shall elect two members of the board of education, and in the Second Ward one member of said board shall be a resident of the present Third School District of said town, and one member of said board shall be a resident of the present Sixth School District; in the Third Ward one member of said board shall be a resident of the present First School District, and one member of said board shall be a resident of the present Second School District.

At the city election held on the first Monday of December, 1893, two members of the board of education shall be elected in each ward, but no person shall vote for more than one member of such board. Of the members elected at such election in each ward, one shall be elected for three years, and one for one year from the first Monday of January, 1894, the person in each ward having the greatest number of votes shall be elected for the three-year term, and the person in each ward having the next greatest number of votes shall be elected for the one-year term. At the city election held on the first Monday of December, 1894, and biennially thereafter, one member of said board shall be elected from each ward for the term of four years. Vacancies in said board may be filled by the remaining members of said board, until the same shall be filled by the voters of the ward in which such vacancy occurs, and in case it is filled by the voters of said ward, it shall only be for the unexpired term. Said board of education shall have all the powers now or hereafter vested in, and shall perform all the duties now or hereafter imposed by law on, the school committee and selectmen of towns and the board of school visitors relative to schools and educational matters, and such board shall have the superintendence, management, and control of all matters concerning education, schools, and school property in said city.

The police commissioner of said city shall assign one or more policemen to act as truant officers in enforcing the statutes of this State in such cases provided.

The membership of said board shall be divided equally between the two leading political parties, for the time being, and vacancies shall be filled from the same political party in which the vacancy exists.

Said board of education shall, monthly, audit and approve all bills for the ordinary current expenses of its department, and report the same to the city clerk, who shall thereupon certify whether or not the appropriation is sufficient for the payment thereof; and if sufficient, he shall draw his order for the same upon the city treasurer in favor of the persons entitled to payment thereof. Said board of education shall submit to the mayor, on or before the first Monday of October in each year, an estimate of the amount required for the support and maintenance of the public schools in said city for the ensuing fiscal year.

SEC. 29 All the property of the town of Derby, the borough of Birmingham, and the several school districts of said town, and all rights of action and all securities of said municipalities and liens therefor, including liens for taxes or assessments due the town of Derby, the borough of Birmingham, and the several school districts in said town, are hereby transferred to and vested in said city of Derby, and the city of Derby is hereby made liable for all the debts, dues, bonds, and obligations of every kind and nature of the town of Derby, the borough of Birmingham, and the several school districts of said town, that are now due or may hereafter become due, and shall execute, abide by, and perform all of the duties and obligations and have and exercise all the rights of said town of Derby, the borough of Birmingham, and the several school districts of said town; and any creditor or person whomsoever having any claim or right of action arising out of any contract, obligation, or otherwise against said town, said borough, or said school districts, may enforce the same against the said city of Derby in the same manner as if said claim, right, or obligation had originally accrued against said city of Derby.

Approved, June 7, 1893.

Authorizing the Meeting-House School District of Greenwich to Convey Certain Land

That the committee of the Meeting-House School District of Greenwich be, and it hereby is, authorized and empowered to give and grant to Henry O. Havemeyer, Josiah Strong, Leander P. Jones, Nathaniel Witherell, H. W. R. Hoyt, E. C. Benedict, Robert M. Bruce, Joseph Milbank, R. Jay Walsh, J. T. Wills, A. Foster Higgins, John Dayton, Russell T. Hall, F. A. Hubbard, J. H. Root, Hanford Lockwood, John Dorin, Henry Dayton, Gerret S. Scofield, E. A. Knapp, William Henry Mead, Edward Brush, Henry B. Marshall, M. A. Warren, J. P. Kelly, and Amos W. Avery, or to such persons, association, or corporation as shall be designated by a majority of the aforesaid persons, a certain piece or tract of land situated on the westerly side of Greenwich Avenue, in said Greenwich, and in the northeasterly corner of land owned by said district, and recently purchased from D. S. Mead, one hundred feet front and rear, and one hundred and fifty feet deep on either side, for the erection of a building thereon which shall be used for mental, physical, and moral culture, and for recreation; *provided*, such building shall be erected within two years from the date hereof, shall cost not less than fifty thousand dollars, and shall be for general public use, and without charge of any kind.

Approved, June 7, 1893.

Appropriation for State Normal Schools at New Haven and Bridgeport

That the sum of two hundred thousand dollars is hereby appropriated to the State board of education to be paid out of any money in the treasury not otherwise appropriated, for the purpose of constructing and furnishing buildings for the use of State Normal Schools, one at New Haven and one at Bridgeport; *provided*, that not more than twenty-five thousand dollars shall be drawn from said appropriation for each of said buildings in any one year, but such appropriation shall not lapse, but shall remain a fund to be drawn upon for the purposes aforesaid, at any time within four years from the passage of this resolution.

Approved, June 7, 1893.

An Act amending the Charter of the City of New London

SECTION 55 All the rights, powers, and duties relative to education, schools, school districts, schoolhouses, school lands, school property, and school officers, of whatsoever kind, heretofore conferred or imposed or hereafter to be conferred or imposed upon towns, shall be, and they are, imposed and conferred, within the limits of the city of New London, upon said city, and upon the officers chosen by it for school purposes.

SEC. 56 The school visitors of said city shall continue to be such school officers, and shall be charged with and perform all the duties of a school committee, and shall have all its powers, and shall act in the place and instead of such committee in all things; and the city of New London shall be substituted for and take the place of the town of New London in all matters concerning education, and shall act instead of said town in all of the same.

SEC. 57 All the powers, obligatory duties, rights, and property of said city of New London, whether as such city, or as a union school district, in respect to education and schools, shall be vested in and belong to said city of New London, which shall be and act, for all intents and purposes, as such union school district, and all such powers and duties of said city shall be exercised and performed by said board of school visitors, unless otherwise ordered by said city.

* * * *

Amending the Charter of the Hartford Theological Seminary

SECTION 1 That The Hartford Theological Seminary is hereby empowered to take, receive, hold, use, and enjoy any and all property, real, personal, or mixed, which has heretofore, or which may be hereafter given, bequeathed, or devised to it, or which it has acquired or may hereafter lawfully acquire by purchase or otherwise, and the same to lease, sell, convey, handle, and dispose of at pleasure; *provided, however*, that the income thereof shall be applied and appropriated exclusively for the purposes for which said seminary was incorporated; *and provided further*, that the provisions of this resolution shall not affect the rights of any parties claiming an interest in the estate of Newton Case, late of Hartford, in this State, deceased, nor affect the result in any suit now pending in the courts of this State; *and provided further*, that no property to any amount exceeding one million dollars, whether held in the name of said corporation, or by any person or persons in trust for said corporation, shall be exempt from taxation, and that no real estate so held by said corporation or by any person or persons in trust for said corporation shall be exempt from taxation, if the same is leased or rented to or used by any person or persons for their own use and benefit, whether connected with said corporation or not, nor unless the same shall be exclusively used for the specific purposes for which said corporation is organized.

SEC. 2 The board of trustees of The Hartford Theological Seminary shall hereafter consist of not less than twenty-four nor more than thirty-six, and at the annual election of trustees to be held in May, 1893, in addition to the number now required by its charter, there shall be elected four trustees to serve for the term of one year, four trustees to serve for the term of two years, and four trustees to serve for the term of three years, and at each annual election of trustees thereafter, there shall be elected twelve trustees to serve for the term of three years, and thirteen shall constitute a quorum of the board for the transaction of all business.

SEC. 3 This resolution shall take effect upon its passage, and without any action on the part of said corporation.

Approved, June 14, 1893.

Incorporating the Maria H. Hotchkiss School Association

SECTION 1 That Timothy Dwight, Arthur M. Wheeler, Andrew W. Phillips of New Haven; Charles H. Bissell, George B. Burrall, William Bissell of Lakeville; Frederick J. Kingsbury of Waterbury; Milo B. Richardson of Lime Rock; E. W. Spurr of Falls Village; William C. Gulliver and Maria H. Hotchkiss of the city of New York; and their successors, be and they are hereby constituted a body politic and corporate, without capital stock, under the name of the Maria H. Hotchkiss School Association, to be located in the town of Salisbury.

SEC. 2 The object of this corporation shall be to establish and forever maintain a school at or near Lakeville, in the town of Salisbury, in Litchfield county, for the preparation of boys and young men for a college or university course.

SEC. 3 This corporation shall have power to receive, hold, and convey any property, real and personal, as shall be necessary or proper for its purpose as above specified, to make such rules and by-laws, not contrary to law, for the regulation and management of its affairs and property, as it may deem expedient, and to alter and amend the same, and such other powers as shall be necessary to carry into effect the purpose of said corporation.

SEC. 4 The number of corporators shall not exceed eleven, and any vacancies occurring in said number, by death, resignation, or removal for cause (the power to remove any member of the corporation for cause being expressly reserved to the corporation, to be exercised only at a meeting duly warned for the purpose, and at which not less than six corporators are present), may be filled by a major vote of the remaining members, present and absent.

SEC. 5 The management and government of said school shall be in the hands of the corporators and their successors, but they may delegate any of their powers as to the same, from time to time, to a portion of their number selected by them as a governing board, or to any proper officers.

SEC. 6 The first officers of said corporation shall be : President, Frederick J. Kingsbury ; secretary, Edward G. Coy ; treasurer, Edwin W. Spurr ; and they shall hold office until their successors are appointed by the corporation, which it may do at pleasure, or as its by-laws may direct.

SEC. 7 Said corporation shall succeed to all the rights and property of the Hotchkiss School, heretofore incorporated under the general laws of this State, and said rights and property are hereby transferred to and shall be held by this corporation under the same trusts upon which the same were held by the original association.

SEC. 8 The property, real and personal, which has been or may be given to or acquired by said corporation for its corporate purposes, shall be exempt from taxation ; *provided*, that no real estate shall be so exempt which is leased by said corporation, or used otherwise than for purposes directly connected with said school.

Approved, June 14, 1893.

An Act authorizing the City of New London to issue Bonds for School Purposes

SECTION 1 The city of New London, by its board of school visitors, is hereby authorized and empowered to issue bonds, notes, or other certificates of indebtedness, to be denominated School Bonds of the city of New London, Series No. 2, to an amount not exceeding forty thousand dollars, bearing interest at a rate not exceeding four per centum per annum. The principal of said bonds, notes, or other certificates of indebtedness shall be payable at said city of New London, and the proceeds thereof shall be expended by and under the direction of the board of school visitors of said city, for the purpose of providing additional and needed school accommodations, property, and facilities, and for no other purpose whatsoever.

SEC. 2 The board of school visitors of said city shall prescribe and determine, subject to the limitations of this act, the several and aggregate amounts of said bonds, notes, or other certificates of indebtedness, the form of the same, the rate of interest to be paid thereon, and the times and place when and where said interest and principal shall be paid ; and the said bonds, notes, or other certificates of indebtedness shall be signed by the mayor, countersigned by the treasurer, and sealed with the seal of said city. Said board of school visitors shall have power to negotiate said bonds upon such terms as they shall deem best, subject only to the limitations of this act.

SEC. 3 Said bonds, notes, or other certificates of indebtedness, when authorized, approved, and executed in the manner hereinbefore described, and issued and delivered by said board of school visitors, in behalf of said city, shall be obligatory upon said city and the inhabitants thereof, according to the tenor and purport of the same.

SEC. 4 This act shall not take effect until it shall be approved by a city meeting of the city of New London, duly called and warned for that purpose.

Approved, June 14, 1893.

District of Ansonia

SEC. 19 Said city shall be, as said town has been, a consolidated school district ; and said city shall be substituted for and take the place of the town of Ansonia in all matters, meetings, duties, powers, obligations, and proceedings required by law of or by the town of Ansonia in all matters concerning education, and shall act instead of said town ; and all the powers, obligations, duties, rights, and property of said town of Ansonia, whether as such town or as a consolidated school district, shall, with reference to education, be vested in and belong to said city of Ansonia, which shall be and act to all intents and purposes as such consolidated school district. The election of officers heretofore chosen by the town of Ansonia, a consolidated school district, as school officers known by the name of board of education, and being a school committee of said district, is hereby validated and confirmed

with their doings, and such officers, being the present members of the school committee of said town and district shall be and constitute the board of education of said city, and such officers shall hold their offices during their respective terms, and until their successors are chosen and qualified. Should any vacancy occur before the expiration of the term of office of any member of the said board, the remaining members of said board may appoint some person to fill such vacancy for the remainder of such term; and the members of said board of education shall be electors of said city. Said board of education shall have all the powers now or hereafter vested in, and shall perform all the duties now or hereafter imposed by law on the school committee and selectmen of towns relative to schools and educational matters, and such board shall have the superintendence, management, and control of all matters concerning education, schools, and school property, and the power of fixing or changing the sites of schoolhouses in said city. The mayor of said city shall assign one or more patrolmen to act as truant officers in enforcing the general statutes in such cases made and provided.

Approved, June 29, 1893.

Validating the Election of Officers in the Eighth School District in the town of Hebron

That the election of officers by the eighth school district in the town of Hebron at the annual school meeting, held June 26, 1893, shall not be invalidated by reason of any omission in the warning for said meeting, and that the said election is hereby ratified and confirmed.

Approved, June 30, 1893.

QUALIFICATIONS OF TEACHERS.

In preparing the report of this meeting the committee appointed for the purpose have found it necessary to collate the different papers and addresses. To print them in full would make a pamphlet of from eighty to one hundred pages, and a full report would involve much repetition, because, upon many topics the speakers went over the same ground and expressed coincident views.

I. QUALIFICATIONS -- WHAT THEY SHOULD BE.

The qualifications of the ideal teacher are those of the "perfect man," to which must be added the special technical qualifications of the profession.

Character.

A high moral character is certainly absolutely essential. Beside this and beyond this there are elements of character of mighty value: sincerity of purpose, which clarifies the mind and gives decision and precision, enabling one to deal with the many problems in thought and action which constantly present themselves, so that it shall be obvious that before all things the teacher is a truth lover; the lofty motives, which ennoble effort and which raise the teacher far above the mean in action and the petty in study; the spirit, which finds satisfaction in giving one's best and which, in the care for others and in the desire to help, forgets self, and is ready to sacrifice convenience, and forego personal ease; an inward grace and excellence, which show themselves unconsciously in word and manner,—such traits of character will impress a type and style of high manhood.

Self-control, cheerfulness (because children, like plants, live best in the sunshine), common sense, quickness of perception, judgment and tact, management, including more than disciplinary and executive ability,—the art of so directing school affairs as to produce system, order, and efficiency,—are all essential.

There should be noble instincts, whose essence is consideration

for the feelings of others, to keep the teacher from boorishness, from browbeating the children. Hardly anything will make a teacher narrow-minded more than petty fault-finding with the pupils, and criticism of other teachers. One cannot have the habit of criticising and complaining without becoming narrow-minded. There can be no elevating love or broad culture in such a character.

There should be openness to light, and a readiness to welcome new and better ways. There should be fertility of invention which enables one to adapt means to ends, so that the teacher may originate, and not merely imitate. There should be quickness of perception to discern the state of mind and feelings of the pupils, what they need and when they need it.

Another essential qualification is — to put it mildly — a lack of dislike of teaching. There must be enthusiasm for the work, devotion to it, not any feeling of dislike for it. ^{Devotion to the Calling.} Whatever motive may prompt one to prepare for teaching, whether a consciousness of unfitness for anything else, or the thought that it furnishes a respectable means for obtaining a livelihood, or other extraneous motives, it matters little, provided preparatory training enkindles a genuine interest in the work. Among the chief benefits obtainable at normal schools are a professional enthusiasm, an interest in teaching as a science and an art, an interest in children, and the study of children. The difference in the results accomplished by a teacher of good health and one of poor health, by one of intellectual ability and one of dullness and stupidity, by one possessing practical knowledge of methods and one of little knowledge, is great; but the difference in the work of the devoted teacher and the one who dislikes teaching, and does it only from necessity or even duty, is greater.

Emerson says, in effect, that an ideal recitation presupposes ^{Sympathy.} a perfectly sympathetic relation between teacher and pupil. Love is the greatest force in the world. Sympathy is the door by which the best and noblest in child-life is reached and touched and led forth into the light of the divine life. Through sympathy, the teacher trains and strengthens the will for its legitimate work. The importance of training the will cannot safely be overlooked. An obstinate child, if rightly guided, may be made a power for good. His will must not be broken, but placed under his own control. He must be inclined to do right for the sake of right; to be true for the sake of truth; to be unselfish because in this

way he is best fitting himself for usefulness. A sympathetic teacher will be able to appreciate, in part at least, the child's troubles — for these are real — and take his little hand and lead him over slippery ground and through dangerous places. In short, sympathy will give an inspired insight into the child's inmost life, and enable the teacher to do the best work God permits men to do.

Personal traits.

All those things which go to make up one's individuality are among the important qualifications of the teacher,— personal appearance, manner, habits, and the like. These cannot be left out. What most impresses the pupil is the teacher, and not what is taught. There are great teachers who have stamped themselves in the sum total of their personality upon their scholars.

Scholarship.

There should be scholarship as wide as possible and an acquaintance with the best literature. But more important than scholarship, which is a quantitative term, is scholarly taste, which is a qualitative phrase, and describes character. Scholarship in a young teacher may be narrowly limited, but if there are the scholarly tastes, the scholarship will be constantly broadening and deepening; the acquisition of knowledge will be all the time increasing, and this without friction, without any sense of drudgery.

What is the educational value of a given study in its effect upon life and character? To answer this aright requires of the teacher a wide reach of thought. Not facts, discriminate and indiscriminate, but the logic of significant facts demands serious study. What is worth teaching in geography and history from the new point of view? Facts must be taught, but what facts? To answer these and similar questions sound scholarship is necessary.

Knowledge of Psychology.

A working knowledge of psychology is needed and of the adaptation of subjects of school study to the mind in its various stages of development. Without this teachers can only use the machinery of education in a mechanical way; the course of study is a meaningless formula, and the daily program a round of treadmill drudgery. With even an elementary knowledge of psychology and its applications in education, the whole work becomes luminous, as things come to be seen in their relations. Love for children must have a natural germ, and can best be cultivated by a study of the child. If "the proper study of mankind is man," then surely the proper study of the teacher is the pupil. This child study is one of the foundation stones of the best teaching, it is empirical and applied psychology, it embraces

most of the educational philosophy necessary to successful teaching.

There should be acquaintance with those general principles of education which have become common property, and with their sources, especially the principles enunciated by Comenius, Pestalozzi, and Froebel. No primary teacher is qualified to enter upon her work who is not familiar with the philosophy and with the practice of the kindergarten, for it is to-day the molding force in primary education. There should be a knowledge of the present organization of schools and of typical courses of study.

A qualification which every successful teacher must possess is intellectual ability. One must know that nature has endowed her in abundant measure with that mental stamina and balance, that intellectual acumen and alertness and that love for her work so essential to the teacher, if an atmosphere of industry and intellectuality is to pervade the schoolroom. An intellectually lazy teacher is about the poorest possible.

The teacher must have at least a good degree of physical health. The drain upon a teacher's vitality is many fold greater than it was twenty years ago.

If she has an intelligent face, comely figure, refined and engaging manners, an abundance of life and energy, is tidy and tasty in dress, so much the better, but good health she must have. No one of the former is strictly essential to at least a fair degree of success; the latter is essential.

A teacher who has just physical strength enough to drag herself to school and about the schoolroom can hardly be expected to awaken much enthusiasm, to teach forcibly, or to cope successfully with mischievous boys and girls. The relations between mind and body are so intimate that physical weakness begets mental debility and nervous irritability, thus rendering the sickly teacher incapable of clear, vigorous thinking, or of practicing that self-control so essential to just and wise government.

II. QUALIFICATIONS — HOW OBTAINED.

In order to obtain even fair qualifications for teaching the candidate ought to finish the course required for graduation in a high school or academy, or some advanced school, and afterwards should finish the full course at a normal school. This should be followed

by an apprenticeship as assistant under some experienced teacher. Next should come, for a short time, the entire management of a schoolroom under the general inspection of a supervisor.

From six to eight years would be required to complete such a plan, but in no better way can the educational and professional qualifications be obtained. The time is near at hand when all these literary and professional qualifications will be demanded before a teacher can be successful in an application for a position.

Real knowledge. The teacher must acquire real knowledge, the knowledge that not only grasps a fact, but assimilates it, adjusts it in its proper relations, the knowledge which is the result of a true and broad culture.

The intellectual furnishings of a teacher are not all to be found in books and in the school. There is the wide field of social life, with all its varied aspects and interests, from which many of the most valuable truths are culled. A knowledge of the world, meaning just what the words imply, will help much to understand and deal with the individual pupil.

Advanced education.

A high school, an academy, or a college must furnish the broad literary education required, and the time has passed when persons may go straight from the desk of a pupil in an elementary school to the desk of the teacher. The history of the last fifty years has proved that, in addition to an advanced education, teachers, to be successful, must receive a broad professional training. Whatever the grade, from the kindergarten to the college, the teacher needs that special preparation which only a normal school can furnish. And the normal school, to furnish the special qualifications which are needed must be more than a training school.

Professional training at a Normal School.

Training schools, summer schools, teachers' meetings, educational newspapers, educational literature, and educational libraries, all have their value, [and their importance [should be recognized, but these are not sufficient without the normal school.

Continual study.

The teacher cannot become qualified and keep qualified without a continual study of the work to be done, and a continual study of the profession. It is not enough to spend time and study in the preparatory education and training. There must be constant mental acquirement, a growth, and an increasing knowledge and skill.

Heredity.

"Good ancestry counts for much." Health, instincts, tastes

come with blood. The most serious weakness in our city school systems is the fact that so many young teachers are being worked in who are only a single generation removed from illiteracy and the lowest social conditions."

III. HOW ASCERTAINED.

Many superintendents and school officers insist upon a ^{Personal interview.} personal interview with the candidate before making any contract. This course has much to recommend it as a general practice. Diplomas, certificates, and recommendations are so often unreliable, that it is more difficult to diagnose the written document than to read the candidate herself. Much may be learned of the candidate's executive ability and common sense from her letters of application, and the manner of pressing her claims for a position. But a close student of faces will rarely be deceived as to the general qualification of a candidate, while he may call in the aid of recommendations, and any other testimony to confirm his judgment as to special attainments.

Uniform examinations for teachers' certificates prevail in some ^{Uniform examinations.} States, and it might be supposed that this would solve the problem. At any rate this plan would seem to be a great improvement on the loose and irregular methods which are in vogue in many places to-day.

Examinations, oral and written, are of limited value only. ^{Examinations insufficient.} They may show something of the teacher's scholarship, they may give out the results of "cram," they can show nothing of the person's ability to impart. They are often inadequate tests of even scholarly attainments. Scholarship is but one of the many essential requisites of a successful teacher, and how far will an examination go toward determining those other important traits and characteristics previously referred to? What kind of an examination will prove a test of noble character? What examination can determine the amount of common sense, or inherent tact, or natural sympathy a candidate may possess? What method of examination will reveal that marvelous self-control which enables a teacher to control others with such apparent ease? How can one reckon the per cent. of pedagogic instinct, or how estimate the teaching power of a youthful or inexperienced aspirant for the position of teacher, even after being satisfied as to character and scholarship?

Testimony of
instructors.

The examiner is obliged to rely on the testimony of some one. The testimony of an instructor who has been in daily contact with a student for many months is valuable on other points than simply scholarship.

Normal and
Training
School.

The normal schools and the city training schools, with their trained critics, render invaluable service in ascertaining the qualifications of teachers.

City Training
Schools faulty.

Those who rely solely on city training schools for a supply of teachers are forced to admit the weak points in the system. If the law of natural selection and survival of the fittest should prevail, then, indeed, might there be hope of improving and elevating the tone of the teaching force; but the graduates of city training schools seem to entertain the idea that they have indisputable claim on the vacancies which may occur, and that the city authorities are under obligations to provide positions for them, whether well qualified or not. The same idea may be the sentiment of the Board of Education, and the result then is that outside talent of a superior quality is effectually barred out, and such a rate of protection is placed on home products as to work positive injury to the schools.

By Whom to be Determined. It might seem that there could be no question, no chance of discussion, as to who should pass upon the qualifications of the teacher, who should decide upon one's worthiness to take up or retain the responsible office.

By Board of
Teachers.

Surely no one would argue for a moment that this should be determined in any other way than by a board of teachers, educational experts, just as a lawyer's or a doctor's attainments and fitness are estimated by those who are skilled in those professions.

By whom not.

On the contrary, the selection and appointment of teachers is in many instances vested in local school committees, school boards, composed of men who, though they may be men of education, or intelligent business men, are not likely to have any practical knowledge of schools and their needs, and who may be easily influenced by sectarian prejudice, parsimony, political partisanship, or personal favoritism. Notably is this the case in large cities.

By Observa-
tion of Work.

A third factor in the problem of determining qualifications is observation of work during the period of training, of apprenticeship, including demonstration lessons given before competent

judges. In Boston no teacher receives a permanent appointment until she has taught four years in the city schools under constant supervision. Until that period has elapsed, she is re-appointed annually.

| | | |
|------------------------------------|---|-------------------|
| M. S. CROSBY, WATERBURY, Chairman, | } | <i>Committee.</i> |
| A. B. FIFIELD, NEW HAVEN, | | |
| CHARLES D. HINE, HARTFORD, | | |

TEACHERS' HANDBOOK OF PHYSIOLOGY.

To Teachers:

A text-book should be used as a tool in doing a piece of work, that is, as means to an end. It should be enlivened by the personal force of an instructor. Its primary aim should be directive, leading to such an aspiring interest as shall demand a full exposition. The truth in a text-book should be concisely stated. The work of the learner should be exactly laid out, and a repeated reproduction of the salient facts should be constantly practiced. The relation of the teacher to the text book is that of workman to tool. The efficiency of the tool will depend upon the skill and industry of the operator. The teacher must be behind the book to enforce its suggestions; not in the position to merely rely upon its aid.

In these few supplementary pages we shall endeavor to aid the teacher in carrying out the purpose of the accompanying text-book. We assert at the outset that the aim in the study of physiology and hygiene in our common schools should be to impress the young with the importance of taking care of the body. The dependence of mind and disposition upon the physical conditions should be the ever recurring lesson. As the care of a machine necessitates a knowledge of its parts and their functions, so should anatomy and physiology of the body be studied so far as such study elucidates the principles of hygiene.

The work should involve: (1) Observation exercises, (2) Pertinent but unrestrained questioning, (3) Demonstration by the teacher, (4) Drawing diagrams, (5) Thorough and repeated reproduction by the pupils of the important points, especially as they are carefully prescribed in the text-book.

We begin our course with the subject of breathing because this is a function that may to a certain extent be directly observed by the pupil. It wins attention at once. It offers opportunity for immediate action on the part of the school. The process in respiration is concerned with the introduction of one and the elimination of other chemical substances; therefore, familiarity with some chemical truths is essential to an intelligent study of physiology. Air, oxygen, carbonic acid gas should be known

from actual observation. The nature and results of that change called chemical union should be realized in a measure by habitual thought. The production of heat by chemical action, the change of properties attending the change in composition of matter should be recognized. These requirements are not exacting and they are necessary for an adequate appreciation of the facts of respiration and other phases of the subject. To this end we recommend the introduction of such easy lessons in chemistry as can be given with the candle flame, oxygen gas, carbonic acid, etc.

For the purpose of making plain the intent of the different features of the text-book the following hints are offered:

1. Be sure in the experimental illustrations that the pupils fully understand the exercise; its purpose, its operation, and its lesson. Pursue each detail with persistent and searching questions, repeated many times. Be not satisfied with the mere recitation of the statement, for example, that full inflation of the lungs should be practiced daily, but insist upon an explanation of the advantage. Thus train the pupils to think about these truths. If either is to be slighted, neglect the committing to memory rather than the intelligent thinking.

2. Do not expect the pupils always to infer an accurate idea or notion from the observation work. The purpose of such exercises is primarily to encourage and fix attention; to stimulate thought; to call out questions; not always to elucidate a subject. After the attention is gained and voluntary questioning is excited in the pupil's mind, then is he prepared for oral instruction. The teacher may in many cases be obliged to be satisfied with the awakening and to give necessary assistance that the pupil may gain any real understanding of a subject.

RESPIRATION.

The Exercise in Breathing.

It may be advisable to have the school practice daily this exercise of taking long breaths in the morning, after the opening exercises, when the air is good. Let a certain number of inhalations be taken. The time of each inspiration may be measured. Pupils will gain the ability to take longer breaths after a while. Care should be taken to have the time of each breath moderate at first, in order to avoid straining the organs.

In considering the act of taking a breath, we observe that the first thing is the movement by muscles. The question may arise, How do muscles move? An exhaustive explanation on that point cannot be given. We have not arrived at a complete explanation of the mechanics of muscular contraction. All that is necessary to say here is, that when a muscle is stimulated it becomes shorter and thicker, and that this stimulation is afforded by the nerves in the natural order of things, though it is possible to stimulate a muscle to contract by direct action as by a blow or by an electric shock.

By contracting the muscles between the ribs, the front wall of the chest is moved forward, and thus more space is given within the chest. The air outside is pressing upon everything with a force of fifteen pounds on every square inch ;

hence, air is pushed into the lungs and “blows” them into the empty space of the chest. In other words, it is the pressure of the air which carries the air into the lungs, just as it is the same atmospheric pressure which carries a liquid up a straw when we suck it. The way in which the raising of the ribs enlarges the chest may be illustrated by arranging sticks as represented in Fig. 1.



FIG. 1.

Let four sticks be fastened together by small screws as shown in the figure. When two of the sticks are raised the other two are separated so that the space between them is somewhat increased. This space is also enlarged by the movement of the diaphragm. The diaphragm is the curved floor of the thoracic or chest cavity. The trunk of the body is divided into two portions—the upper part or thorax, the lower part or abdomen. The dividing partition between these two cavities is the broad muscle with its membranous center, called the diaphragm. Figs. 2 and 3 represent its position and shape.



FIG. 2.

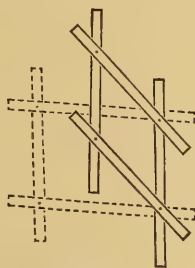


FIG. 3.

The diaphragm, being a muscle, is capable of contracting. When it contracts it becomes flatter, and thus enlarges the thoracic cavity above. The pupils should be trained to use their diaphragms more in breathing. This is called "stomach breathing" in distinction from "chest breathing." We need the advantage of both ways. Especially for reading aloud and for singing, should all of the muscles used in breathing be strong and manageable.

Capacity of the Lungs.

In ordinary breathing the lungs hold about 200 cubic inches of air. At each inhalation only about 30 cubic inches of air are taken in; hence, it is plain that the fresh air must be distributed in some way through the air that constantly remains in the lungs. This result is brought about by the process of diffusion. When gases are brought into contact they tend to mix with one another. This tendency being true of all gases, is referred to as the Diffusion of Gases. So, when fresh air is taken into the lungs, it is diffused through the air in the lungs, and thus reaches every part.

In illustrating the structure of a lung with a sponge, care must be taken not to give the impression that a lung expands by force of its elasticity, as a sponge does. The outside air presses the air in and thus inflates the lungs.

Drawing the Diagrams.

A teacher should draw the diagrams on the board before the class. An easy way to do this has been suggested by drawing teachers as follows: Let the teacher carefully make the diagram on the blackboard out of school hours. Then let the drawing be erased so as to leave a faint outline, hardly visible at a dis-

tance, and this can be traced before the class by the teacher. In this way the pupils can be shown how to begin and how to proceed.

Purpose of Breathing.

The energy which the body gives out in the form of heat and muscular work, depends on the union in the tissues of oxygen with carbon, hydrogen, and other less important substances. The carbon dioxide thus formed must be removed, and more oxygen must be introduced to take the place of that united with carbon to form carbon dioxide. These two things are effected by breathing.

Thus the economy of breathing should be appreciated. It is generally an involuntary process: it goes on without attention from the individual. It involves no inconvenience in the removal of the matter. Its products are in the gaseous condition, and, therefore, pass out without effort for their removal. In order that we may fully appreciate this removing process, it is necessary that we should consider pointedly its important phases. We shall proceed, therefore, to emphasize the significance of the events in breathing.

Composition of Air.

The air that we breathe has been analyzed many times and under various circumstances with an almost uniform result. Some of the results may be represented as follows:

| OXYGEN. | | | | |
|---|---|---|---|-------------------------------------|
| | | | | Volumes of Oxygen
in 100 of Air. |
| Seashore and open heath, Scotland, | . | . | . | 20.999 |
| Tops of hills, Scotland, | . | . | . | 20.980 |
| In a suburb of Manchester, wet weather, | . | . | . | 20.980 |
| (From "Air and its Relations to Life.") | | | | |

REGNAULT'S ANALYSES OF AIR.

| | | | | Volumes of Oxygen
in 100 of Air. |
|----|--------------|--|---------|-------------------------------------|
| 9 | Samples from | Lyons gave | | 20.918 to 20.966 |
| 30 | " | " Berlin " | | 20.908 " 20.998 |
| 10 | " | " Madrid " | | 20.916 " 20.982 |
| 23 | " | " Geneva and Chamounix gave | | 20.909 " 20.993 |
| 17 | " | " Toulon Roads and Mediter-
ranean gave | . . | 20.912 " 20.982 |
| 5 | " | " Atlantic Ocean " | . . | 20.918 " 20.965 |
| 2 | " | " Ecuador " | . . | 20.96 " ——— |
| 2 | " | " Summit of Pichincha | . . | 20.949 " 20.988 |
| 2 | " | " Antarctic Seas | | 20.86 " 20.94 |

The composition has been represented as follows :

Composition of Air in 100 parts by weight.

| | | |
|-----------|-----------|--------|
| Oxygen, | | 22.92 |
| Nitrogen, | | 77.08 |
| | | 100.00 |

Composition of Air in 100 parts by volume.

| | | |
|-----------|-----------|---------|
| Oxygen, | | 20.970 |
| Nitrogen, | | 79.030 |
| | | 100.000 |

From these statistics it seems to be evident that difference in height above the sea or in climate does not affect the composition of air very much. So that it is generally said that,

Air is composed of $\frac{1}{5}$ Oxygen and $\frac{4}{5}$ Nitrogen.

It should also be stated that there are other substances mixed with air in very small quantities. Among these may be mentioned :

Carbonic Acid Gas or Carbon Dioxide (Modern Name).

Vapor of Water.

Ammonia.

Nitric Acid.

Sulphur Dioxide (from burning sulphur).

Sulphuretted Hydrogen, } from decomposing
Marsh Gas, } organic matter.

Etc., etc.

Of course these substances vary with the localities.

Air is a mixture and not a compound.

Difference between a mixture and a compound:

In a mixture:

In a compound :

- | | |
|--|---|
| 1. A mixture is like its ingredients. | 1. The compound is unlike its component elements. |
| 2. Ingredients do not mix in definite proportions. | 2. Elements unite in definite proportions. |
| 3. Chemical affinity does not act. | 3. Chemical affinity acts. |

The substance in the air that is especially used in respiration is oxygen.

Properties of Oxygen.

Oxygen is a colorless, odorless, tasteless gas. It is a vigorous supporter of combustion and is very ready to unite with substances. It is a little heavier than nitrogen.

Its characteristic property is its readiness to unite with substances.

Nitrogen.

Nitrogen is a colorless, odorless, tasteless gas. It is the opposite of oxygen in that it does not unite readily with substances. This inertness makes nitrogen useful as a diluting agent in the air. It serves to check oxygen. Animals do not get the nitrogen which enters into the composition of their bodies from the air that they breathe, but from the food that they eat. The nitrogen of the air is exhaled from the lungs in an unchanged condition.

Oxygen and the Blood.

From the lungs oxygen passes into the blood. This is effected by its going through the pores of

the thin membrane that lines the interior of the air-cells, and separates the blood from the air. This is another case of diffusion. It is diffusion through a membrane, and is called osmosis.

A Chemical Change.

Having reached the blood, the oxygen unites with a substance in the red corpuscles of the blood, called haemoglobin. The word "unites" indicates a chemical change.

Any change in the composition of matter is a chemical change. For example, when iron unites with the oxygen and water of the air, iron-rust is formed which is different both from iron and from oxygen, because the two elements have formed a chemical compound. But when ice melts, the liquid formed is of the same composition as the ice, therefore the melting is not a chemical change.

The oxygen, having united with the haemoglobin, is carried by the blood to all parts of the body. The parts which have lost oxygen in their activity, receive it from the haemoglobin and regain their original state. By a long and complicated series of chemical changes, the oxygen of the air then does come to unite with the carbon of the food, resulting in the formation of carbon dioxide. This same union is effected in an extremely simple way in burning coal in a grate, and it may be worth while to consider

The Chemistry of Fire.

A prominent writer has recently said, "that all the functions of life are more or less processes of combustion, and that they are subject to laws similar to those which regulate the burning of the coal

in our fire-places." Thus, combustion is an essential subject for the teacher of physiology to study; physiology being in part the chemistry of living bodies.

Ordinary combustion is the rapid union of oxygen with a substance accompanied with heat and light.

The substances that we ordinarily burn for heat and light are composed mainly of hydrogen and carbon. This is true of wood, coal, oil, tallow, paraffine, illuminating gas, etc. These are sometimes called "hydro-carbons." They include most of the animal and vegetable substances. We are familiar with the fact that fats, meats, and vegetable compounds burn readily. Now, when one of these substances burns, the hydrogen in it unites with the oxygen of the air, forming water, which is a compound of hydrogen and oxygen. Then the carbon unites with the oxygen of the air, forming carbonic acid gas, which is a compound of carbon and oxygen. The word "unites," when used to express a chemical change, implies more than its meaning in common usage. This act of uniting so affects the substances concerned, that, in some unexplained way, they are entirely changed, and the compounds formed may be totally different from the ingredients which unite to form them. It is by constantly thinking of and appreciating this principle, that we can realize how water can be composed of the two gases, hydrogen and oxygen; and how carbonic acid, a colorless gas, can be formed from the solid carbon and the gas oxygen.

Thus every stove may be regarded as a breathing machine. The air, as it rushes in through the

open draught, is its breath, containing the oxygen which is eager to unite with the fuel generating heat, while the products of the union pass out into the air through the chimney.

The writer, from whom we quoted above, goes on to say:

“The reason why our fires burn low, or go out altogether, either is that we put on too much coal, or that we allow them to be smothered in ashes. It is the child who pokes the fire from the top to break the coal and make it burn faster; the wise man pokes it from below so as to rake out the ashes and allow free access of oxygen. And so it is with the functions of life, only that, these being less understood, many a man acts in regard to them as the child does to the fire. The man thinks that his brain is not acting because he has not supplied it with sufficient food. He takes meat three times a day, and beef tea, to supply its wants, as he thinks, and he puts in a poker to stir it up in the shape of a glass of sherry or a nip from the brandy bottle. And yet all the time, what his brain is suffering from is not lack of fuel, but accumulation of ash; and the more he continues to cram himself with food, and to supply himself with stimulants, although they may help him for the moment, the worse does he ultimately become, just as the child's breaking the coal may cause a temporary blaze, but allows the fire all the more quickly to become smothered in ashes. It would seem that vital processes are much more readily arrested by the accumulation of waste products within the organs of the body than by the want of nutriment to the organs themselves. In all cases of fasting, whether voluntary or compulsory, life is prolonged to a much greater extent if water be freely supplied. Without water the individual quickly dies, however much other nourishment he may get, but with abundance of water he may live for a considerable time, even if he take no solid nutriment at all. Here it is not that the water acts as a food; it supplies no new energy to the body, for, unlike starch, or sugar, or fat, or proteids, it has already undergone complete combustion. It cannot, like

them, unite any further with oxygen and thus supply energy. And yet it is more essential to life than any of them, for without it the products of waste cannot be removed from the tissues, and the vital fires, so to speak, are smothered in their own ash. If we take the excised muscle of a frog and stimulate it to repeated contraction, the contractions become feebler and feebler, until at last they cease altogether. But this is not because the fuel which the muscle contains in itself has been so completely burned up that none of it is left to furnish the requisite energy to the muscle; it is because the chemical processes necessary to the contraction of the muscle are arrested by the accumulation of the products of its own waste. If we wash these out of the muscle by sending through its vessels a weak solution of common salt, which supplies to it no new material, but which removes these waste products, the contractile power of the muscle will be restored. This restoration takes place still more quickly and thoroughly if we employ a fluid which will supply oxygen, such as a solution of permanganate of potash, instead of a simple solution of salt, which merely washes out the muscular waste. The muscle is like a fire in the grate, which goes out long before the coal is entirely consumed on account of the ash which smothers it, and just as we can revive the smoldering embers by supplying them with oxygen by the use of bellows, so the muscle revives more quickly when its supply of oxygen is increased. The quicker the fire burns the sooner will it be choked in ash, and the more rapidly the muscle contracts, the sooner will it lose its power."

Energy.

The word "*energy*" has been put into an important place in the language of science. It is used to express that power which does work, whatever that work may be, whether the raising of a mass of matter giving it a certain velocity, producing heat or sound or electricity or tearing apart chemical combinations. The heat and muscular work, as well as all other forms of work involved in the building and modifying of the tis-

sues, are derived from the energy represented in the food stuffs on the one hand, and the oxygen on the other, with their tendency to unite with one another.

Temperature of the Body.

The temperature of the body is about 98 degrees by the Fahrenheit thermometer. There are some parts that are not so warm as that, and there are others that are warmer. Repeated action of an organ increases the rate of its union with oxygen, hence more heat may be developed ; while, on the other hand, heat is given off from those parts of the body which are exposed. In that condition of the body that we call fever, the temperature is raised.

It is necessary to remember that heat is a mode of motion, or, as we have stated before, a form of energy ; it is positive in its character, in distinction from the negative character of cold. Cold is the absence of heat, as silence is the absence of sound, and darkness the absence of light. Our clothing keeps the heat within the body, not the cold out. We become cold on account of the tendency of heat to pass from a warm to a colder body. Our fires warm the air about us, so the escape of heat, generated by the fire within our bodies, is retarded.

Healthful Respiration.

Now we come to consider the necessity of watchfulness in regard to breathing.

According to our knowledge of the composition of the air, it is plain that we should have air to inhale that contains oxygen in the proportion of one-fifth of its composition, and that this air should

be free from everything that may prove injurious to the function of respiration. Good authorities point out to us that it is the waste material in the blood which form a most common cause of our physical ills. Therefore, we should fully realize the possibilities of vitiated air and the conditions of avoiding its evils.

As we have observed, the commonest objectionable substance that may exist in the air, is carbonic acid gas, or, as it is now called in chemical nomenclature, carbon dioxide. This compound is not an active poison ; that is, it does not actually injure the tissues directly. It shuts out oxygen by taking its place in the lungs, and thus retards the removal from the blood of waste products. The miners have rightly recognized its perniciousness in the name of "Choke Damp," which they have given to it. A person breathing air that contains as little even as 10 per cent. of this gas quickly loses consciousness ; that is, experiences asphyxia. But this rarely happens unless the circumstances are very unusual, while the injurious effects of a smaller proportion of carbonic acid are constantly threatening us. Perhaps it is the undemonstrative poison that should be subject to our most careful vigilance. Carbonic acid is a colorless and virtually odorless gas. Therefore, it does not announce itself by any conspicuous property. Its immediate effects are not easily localized nor well defined. A general languor and indeterminable indisposition may defeat our best efforts, and yet may not warn us of the cause of our condition. The unnoticeable character of this poison, and of even its first effects, make it one of our most dan-

gerous enemies. We must be on the alert for it, especially in apartments where many persons are assembled. We must bear in mind that animals are all exhaling it; that all ordinary fires are giving it off; that it is also a common product of the decomposition of matter. In a word, wherever oxygen unites with carbon this compound will be the result.

Scientists have done thorough work in determining the harmful proportion of carbonic acid in the air. It has been asserted that more than six parts of this gas in 10,000 parts of air render it unfit for respiration. And yet this excess is very commonly reached. Repeated experiments with the air of crowded rooms have demonstrated this fact. The following statistics may in an interesting way emphasize the possible abundance of carbonic acid in air that must be breathed by many persons :

CARBONIC ACID IN CLOSE PLACES IN LONDON, ACCORDING TO
DR. ANGUS SMITH.

| | Parts in
10,000 of Air. |
|---|----------------------------|
| Chancery Court, 1864, 7 feet from ground-closed doors, | |
| March 3, | 19.3 |
| Same, 3 feet from ground, | 20.3 |
| Same, door wide open, | 5. |
| Strand Theatre, gallery, 10 P. M., | 10.1 |
| Surrey Theatre, boxes, 10 P. M., | 11.1 |
| Surrey Theatre, boxes, 12 P. M., | 21.8 |
| Olympic, 11.30 P. M., | 8.17 |
| Olympic, 11.55 P. M., | 10.14 |
| Victoria Theatre, boxes, 10 P. M., | 12.6 |
| Haymarket, dress circle, 11.30 P. M., | 7.57 |
| Victoria Theatre, boxes, April 4, | 7.6 |
| City of London Theatre, pit, 11.15 P. M., | 25.2 |
| Standard Theatre, pit, 11 P. M., | 32.0 |
| St. Thomas's Hospital, Queen's ward, 3.25 P. M., | 4.0 |
| St. Thomas's Hospital, Edward's ward, 3.30 P. M., | 5.2 |
| St. Luke's (Chelsea), | 7.6 |
| East London (Homerton), | 7.6 |

ANALYSES MADE IN APRIL, 1874.

| | Volumes of
Carbonic Acid
in 10,000 of Air. |
|---|--|
| Covent Garden Theatre, amphitheatre, | 22.0 |
| Covent Garden Theatre, near an open door, time 10.10 . . | 17.6 |
| Covent Garden Theatre, near a ventilator, time 10.20, . . | 14.8 |
| Drury Lane — in the lower gallery, | 27.0 |
| Money Order office, | 17.4 |

CLASS-ROOM — *17 pupils* — 24.10 per 10,000. In no case was the proportion less than 10 in 10,000. Fifteen cases — lowest, 11.60 in 10,000. Ventilators in roof.

Organic Matter in the Air.

Minute particles of organic matter are constantly given off from the lungs and the skin of every individual into the air. Such organic matter, when it is inhaled, is more pernicious than carbonic acid. It is necessary here to realize what organic matter is.

Organic Matter is that which has been produced by life.

It is, therefore, of animal or vegetable origin. There are two special facts concerning this kind of matter that demand attention here. First, organic matter decomposes easily, especially animal compounds; and second, it tends to cause the decomposition of other matter near it. We use refrigerators in warm weather to check this decomposition.

We do not have to put mineral matter into a refrigerator to keep it. As an example of the second fact that we alluded to, we know that decaying apples will hasten the change in other apples near them; that yeast causes the decomposition in the sugar of the flour with which it is mixed; that if decomposing animal matter gets into a wound, and thereby into the blood, most serious results follow. These considerations sug-

gest to us the importance of keeping organic particles out of the lungs, and, hence, out of the blood.

Tests.

We have described the test for carbonic acid. In the lime water used, the lime cannot be seen because it is dissolved.

A solution is formed when a substance is separated into its molecules by the liquid used. The liquid is called the solvent.

The molecules are too small to be seen. Lime water can be prepared by putting a piece of common lime, as large as a hen's egg, into a quart of water, and allowing it to remain three or four hours; then straining it through filtering paper until it is clear.

When the carbonic acid comes in contact with the lime water, the lime unites with the gas, forming calcium carbonate or chalk, which is insoluble in the water and is, therefore, visible.

There is no easy test for organic impurities in the air other than the odor; but it may be said that in general they increase in proportion to the carbonic acid, so that a test for the latter may serve for the former.

Other Impurities in the Air.

Besides the substances already mentioned, there may be other impurities in the air. When vegetable or animal matters undergo decomposition, poisonous gases are given off. Such gases originate from decaying fruit or vegetables of any kind, from sinks, drains, water-closets, refuse matter. Sometimes vegetables are left to decay in cellars, and the gases rise through the house to poison the

inmates. Everything that is likely to putrefy should be placed where it will do mischief neither to air nor water.

Microbes, or Bacteria.

Whenever organic matter decomposes the conditions are favorable for the development of those microscopic forms called bacteria, or microbes. These low forms of life exert an important influence upon the higher forms, and therefore should be understood as far as possible. They are present almost everywhere. Both plants and animals are subject to their attacks. The well-known case of a fungus or a mould living on another plant may suggest the way in which these small parasites prey on higher living beings. It has been difficult to decide whether to place these germs in the plant or animal kingdom, but they are now generally regarded as plants.

“It is generally admitted that the large majority of epidemic and contagious diseases which affect men and animals are caused by the introduction of certain kinds of microbes into the organism. In reply to the question how these microbes are introduced into the body, and where they are before entering it, it is easy to show that these microbes exist in immense numbers — they or their spores — in the air we breathe, in the water we drink, in the ground on which we tread, and whence there rises, whenever it is dry, a fine dust charged with all sorts of germs, which penetrate together with the air into our mouths and lungs.” *

* “Microbes, Ferments, and Moulds,” Trouessart, International Scientific Series; D. Appleton & Co. Another good book on this subject for teachers is “The Story of the Bacteria,” T. M. Prudden, M.D.; G. P. Putnam’s Sons.

Ventilation.

So much has been said about ventilation that it seems almost like cant to plead for it; but it is still emphatically true, that the working power of a school depends largely upon the air that is in the schoolroom, and that goes by way of the lungs to furnish oxygen to the brains and to the muscles. There is nothing that undermines the health of the teachers, as well as of the scholars, and that changes their appearance to pale, sickly persons like continued breathing of the impure air of our school-houses. As there are few places where ventilation is provided for, teachers must study the subject and exercise their vigilance as to their surroundings.

It is generally stated that each person in an apartment needs about 800 cu. ft. of air; the air should be changed about three times an hour; the air should not move faster than 19 feet per second, in order to avoid a draught. A teacher should use the lime water test. She should be sure that the room is well aired before the scholars assemble; she should, during the session, step out into the pure air and then return to the room in order to test with the sense of smell. It is an excellent plan with small pupils to let them run out occasionally, while the room may be cleansed of its foul air. How to keep a room with many persons in it well supplied with good air without the evils of draughts, is a problem that has not been satisfactorily solved. Yet there are some features of the subject that have been well established by repeated experiments. There are two ways of moving air—by difference of temperature, and by me-

chanical means, as in the use of a fan. The first method is that upon which we must generally rely in school ventilation. There is a popular but erroneous notion current, that impure air rises, emphasizing the impurity as the cause of the rising. This should be corrected. We know that heat expands air, affecting it so that the higher the temperature, the fewer the molecules in the cubic foot. Thus by the influence of heat, a cubic foot of air becomes lighter in weight, and will be pushed upward by the falling of colder and heavier air. This tendency must be used in ventilating a room. But how shall the cooler air from outside be introduced into a room without allowing two rapid currents to play upon the bodies of the persons in the room? There are various expensive contrivances by which fresh air is heated and sent imperceptibly into the upper parts of rooms, thus crowding the impure air downward and out through exit openings at the base of the walls. Even these methods are defective. Still they should be studied by teachers whenever opportunity is offered. A teacher, in visiting a well-constructed building, should take pains to study the ventilating apparatus. Such work is as truly educational experience as reading books. While the apparatus may be beyond the possibilities of many schools, yet valuable hints may be acquired that may, in some way, be available. It will be observed, that in good ventilation, effort is made to avoid having stagnant air in the lower part of the room where persons are sitting. Sometimes, fresh air is let into rooms, but it is let out so directly, that the foul air remains stationary in an undisturbed condition. Such may be true when

windows are indiscriminately opened, or when we depend upon an open fireplace or stove in a room ; the air may pour in through an opening, and pass straight to the outlet, and thus fail to affect very much the air about the persons in the room who continue to breathe the sluggish volume of gas in their vicinity.

The common practice of fitting a board as long as the window width, and six inches deep below the lower sash of a window, is worthy of consideration. This arrangement produces an opening between the sashes in the middle of the window, so that fresh air is deflected upward. The temperature of the air should be carefully regulated. About 68° F. is regarded as the desirable temperature for a schoolroom. The thermometer should not be hung up on the wall which may lower its temperature by conducting away the heat, and where it may be above that stratum of air in which the children are sitting, let it be suspended by a string from the ceiling if necessary in the middle of the room and on a level with the pupils' heads. Let a pupil be appointed to record, at least, twice a session, on the blackboard, the temperature indicated.

After all that has been said, the whole matter may be summarized in the statement, that the relation of air to the well-being of the school depends mainly, as do other features of educational work, upon the education and the faithfulness of the teacher.

SUGGESTIONS FOR A COURSE OF STUDY IN COMMON SCHOOLS.

The following pages exhibit the work of children in the Schools of the First District in the Town of Windham. This work was accomplished in the school year of forty weeks ending June 23, 1893. These schools are the Model Schools connected with the Normal School at Willimantic.

KINDERGARTEN DEPARTMENT.

MORNING.

Regular Work.

READING.

Selections from
Longfellow.
Whittier.
Tennyson.
Hawthorne.
Fairly Stories.

LANGUAGE.

Reproduction of many stories
told.

ARITHMETIC.

Constant drill with objects.

WRITING.

SCIENCE.

Zoology.

Cat.
Fish.
Birds.
Caterpillar.
Butterfly.
Lobster.
Star-fish.

Botany.

Germination
Seeds.
Roots.
Buds.
Stems.
Leaves.
Flowers

17*

AFTERNOON.

Primary Work with Kindergarten Children.

Script and printed lessons about
Science.
Form.
Geography.
History.
First Readers.

Drill on correct forms.
Reproduction of science lessons.

Oral and written work on numbers from 1 to 10. Figures.

Copying letters and short sentences.

Lessons on letters.

Physics.

Air.
Heat.

Chemistry.

Oxygen.
Carbon dioxide.

Physiology.

Respiration.
Digestion.

MUSIC.

Songs.

Songs.

Marches.

DRAWING.

Drawing from type forms.

Simple science apparatus.

Seeds in different stages of germination.

Buds.

Stems.

Leaves.

Flowers.

GEOGRAPHY.

Shape of earth.

Causes for day and night.

HISTORY.

Stories about

Columbus.

Indians.

Puritans.

Washington.

Revolutionary War.

FORM.

Work on

Sphere.

Cube.

Cylinder.

Clay modeling.

Lines.

Angles.

Shapes.

GYMNASTICS.

Marching.

Games.

Dancing.

Free Gymnastics.

GRADE I.

*Classes A and B.***READING.**

Script.

Printed lessons on The Lobster, The Candle-flame, and Heat.

Parts of First Readers.

When I was a Little Girl.

Scudder's Fairy Tales.

Little Folks of Other Lands.

Little Red Riding-Hood and Other Stories.

Class C.

Script.

Printed lessons on the Lobster.

First Readers.

Part of When I was a Little Girl.

LANGUAGE.

Drill on correct forms.

Reproduction of lessons in science, reading, and literature.

*Class A.***ARITHMETIC.**

Numbers to 15.

Figures and signs.

Roman notation to XX.

Class B.

Numbers to 10.

Figures and signs.

Roman notation to X.

Class C.

Numbers to 8.

WRITING.

Copying.

Lessons on difficult letters.

SCIENCE.*Plant-work.*

(a) Seeds.

(b) Germination.

(c) Roots, stems, buds, and leaves.

(d) Nutrition.

Zöology.

Lessons on the lobster.

Chemistry.

(a) Oxygen.

(b) Carbon-dioxide.

(c) Candle-flame.

SCIENCE.*Physiology.*

- (a) Respiration.
- (b) Digestion.
- (c) Effects of alcohol.

MUSIC.

- Songs.
- Drill on tones in scale.
- Staff ; names of lines and spaces.
- Exercises written with figures on staff in different keys.

DRAWING.

- Objects in connection with
 - Form.
 - Botany.
 - Chemistry.

GEOGRAPHY.

- Dissected maps.
- Location of continents and oceans on globe and maps.

SPELLING.

- Use of letter-boxes.
- Copying of words and sentences.

FORM.

- Sphere.
- Cylinder.
- Cube.
- Lines.
- Angles.
- Geometrical figures.

GYMNASTICS.

- Free gymnastics daily.

REPORT OF WORK IN

GRADE II.

Class A.

READING.

Lobster Stories.
Clam Stories.
Candle-flame Stories.
Heat Stories.
Normal Readers II and III.
When I was a Little Girl.
Little Folks of Other Lands.
Scudder's Fables and Folk Stories.
Cinderella and other stories.
Little Red Riding Hood and other stories.
Grimm's Fairy Tales.
Grandfather's Stories.
Kingsley's Water Babies.
Pollard's U. S. History Stories.
Pratt's American History Stories.
Stories of Heroic Deeds.

Class B.

When I was a Little Girl.
Little Folks of Other Lands.
Scudder's Fables and Folk Stories.
Cinderella and other stories.
Little Red Riding Hood and other stories.
Grimm's Fairy Tales.
Grandfather's Stories.
Kingsley's Water Babies.
Several I, II, and III Readers.
Lobster Stories.
Clam Stories.
Candle-flame Stories.
Heat Stories.

LANGUAGE.

Oral and written work in connection with
Chemistry.
Physics.
Physiology.
Zoölogy.
Botany.
Use of capital letter and period.
Drill on correct forms.

*Class A.***NUMBER.**

All numbers from 17 to 40.
Drill in rapid addition.
Problems.

Written.

Addition.
Multiplication.

Class B.

All numbers from 8 to 25.

WRITING.

Work with each letter alone and in words.

SCIENCE.*Chemistry.*

Candle-flame.
Gases.

Physics.

Heat.

Physiology.

Respiration.
Digestion.
Circulation.
Effects of alcohol.

Zoölogy.

Lobster.
Clam.
Frog.

Botany.

Buds.
Germination.
Roots.
Stems.
Leaves.
Respiration.
Digestion.
Circulation.
Flowers.

SINGING.

Drill on tones in scale.
Reading from notes on staff in key of C.
Songs.

DRAWING.

History subjects.
Botany subjects.
Science apparatus.
Cube.
Cylinder.
Square prism.
Triangular prism.

GEOGRAPHY.

Dissected maps.
Map tracing.
Points of compass.
Location of continents on globes and maps.
Location of oceans on globes and maps.
Forms of land and water.

HISTORY.

Story of Columbus.
Discoveries.
Settlements.
French and Indian War.
Life in Colonies.

SPELLING.

Copying of sentences.
Writing sentences from dictation.
Copying of words.

FORM.

Sphere, cylinder, cube, hemisphere, square prism, triangular prism.
Circle, square, rectangle, triangle, semi-circle.
Lines.

GYMNASTICS.

Free Gymnastics.

GRADE III.

READING.

- Pratt's Greek Heroes.
 Fables and Folk Stories.
 Lang's Fairy Tales.
 Grimm's Fairy Tales.
 Alice's Adventures in Wonderland.
 Twenty Stories on Heat.
 Storyland of Stars.
 Hooker's Child's Book of Nature.
 Shaler's Geology.
 Normal 3d Reader.
 Pratt's History No. I.
 Selections from many other books, with reference to Science,
 History, and Literature.
 Irving —
 Sketch-book. History of New York.
 Kingsley —
 Greek Heroes. Water Babies.
 Longfellow —
 Hiawatha. Paul Revere's Ride, etc.
 Mrs. Burnett —
 Little Lord Fauntleroy. Little Saint Elizabeth.

LANGUAGE.

1. Oral —

- (a) Drill upon correct forms.
 (b) Special drill upon correction of common errors.
 (c) Reproduction of lessons in
 Science.
 Reading.
 Literature.
 History.

2. Written —

- (a) Reproduction of lessons.
 (b) Dictation lessons.
 (c) Special drill upon
 Use of capitals.
 Marks of punctuation.
 (d) Contractions and abbreviations.
 (e) Letter writing.
 (f) Recitation of quotations and poems.

ARITHMETIC.**1. Oral—**

- (a) Numbers developed to 100.
- (b) Drill in rapid mental combinations.
- (c) Problems.
- (d) Work on facts in multiplication tables.

2. Written —

- (a) Addition.
- (b) Multiplication.
- (c) Problems from the board and from Peck's New Arithmetic.

WRITING.

1. Work with each small letter alone.
2. Words and sentences containing these.
3. Drill upon capitals.
4. Copying sentences containing work on all subjects taught.

SCIENCE.**1. *Physiology.***

Respiration.
 Digestion, effects of alcohol.
 Circulation, effects of alcohol.
 Teeth.
 Eye.
 Ear

2. *Geology.*

| | |
|-----------------|-----------------------------|
| Pebbles. | Veins. |
| Sand. | Trap dykes. |
| Mud. | Springs. |
| Soil. | Caverns. |
| Pudding stones. | Volcanoes. |
| Sandstone. | Hills and Mountains. |
| Mud stones. | Rivers. |
| Limestone. | Falls and Cañons. |
| Coral Islands. | Erosion. |
| Chalk Cliffs. | Lakes. |
| Coal. | Earthquakes. |
| Work of air. | Changes in shape of sea and |
| Work of water. | land. |

3. *Physics.*

Liquids.
 Gases.
 Heat.

4. *Chemistry.*

Carbon.
 Carbon Dioxide.

MUSIC.

1. New songs.
2. Drill on tones in scale.
3. Reading from figures.
4. Reading from figures on staff.
5. Reading from notes on staff in keys of C and G.

DRAWING.

1. Drawing from type forms.
2. Scientific apparatus.
3. Subjects from History, Science, Literature.
4. Forms of plant life.
5. Maps.

GEOGRAPHY.

1. Dissected maps.
2. Map drawing and tracing.
3. Reading about forms of land and water.
4. Locating places.
5. Reading of life in different countries.
6. Pictures.

HISTORY.

1. Discoveries.
2. Special lessons on Columbus.
3. Settlements.
4. Special study of New England settlements.
5. Memorizing of Poems connected with this period.
6. Daily reading of Literature and History of this period.

SPELLING.

1. Sentences written from memory, daily.
2. Copying words and sentences many times.
3. Drill upon words frequently misspelled.
4. Drill upon hard words connected with Science, History, etc.
5. Special oral work when necessary.
6. Children make their own spelling books.

FORM.

1. Study of —

| | | |
|-----------|-------------|------------|
| Sphere. | Hemisphere. | Ellipsoid. |
| Cube. | Prisms. | |
| Cylinder. | Ovoid. | |
2. Study of —

| |
|------------|
| Lines. |
| Angles. |
| Triangles. |
3. Form and Number connected.

GYMNASTICS.

Modified Delsarte Movements.

1. Exercises for different parts of body
2. Marching.
3. Breathing Exercises.

GRADE IV.

READING.

Pratt's History No. 2.
 Eggleston's History.
 Pilgrims and Puritans.
 Grandfather Stories.
 Stories of Heroic Deeds.
 Normal Readers, III and IV.
 Shaler's Geology.
 King's Geographical Reader.
 Old Mother Earth.
 Hooker's Child's Book of Nature.
 Storyland of Stars.
 Alice's Adventures in Wonderland.
 Grimm's Fairy Tales.
 Twenty-one Stories on Heat.
 Selections from other books with reference to Science, Literature,
 History, etc.
 Works of Lewis Carroll.
 Works of Mrs. Burnett.
 Poems by Longfellow, Whittier, Lowell.
 Kingsley's Greek Heroes. Water Babies.
 Irving's Sketch-book.
 Hawthorne's Wonder book. Tanglewood Tales.

LANGUAGE.

1. Oral —

- (a) Drill upon correct forms and correction of common errors
of speech.
- (b) Reproduction of lessons in Science.
Reading.
Literature.
History.

2. Written —

- (a) Reproduction of lessons.
- (b) Dictation lessons.
- (c) Special drill upon
Use of capitals.
Marks of punctuation.
comma.
period.
question mark.
exclamation point.
quotation marks.

LANGUAGE—Continued.

- (d) Contractions and abbreviations.
- (e) Letter writing.
- (f) Recitation of poems and quotations.
- (g) Correct use of —
 - has and have.
 - was and were.
 - is and are.
 - sit and set.
 - broke and broken.
 - see and seen.
 - did and done.
 - may and can.
 - come and came.
 - lay and lie.

ARITHMETIC.**1. Oral —**

- (a) Numbers developed to 144.
- (b) Drill in rapid mental combinations.
- (c) Problems.
- (d) Drill upon facts in multiplication tables.

2. Written —

- Multiplication.
- Subtraction.
- Division.
- Problems combining first four processes.
- Linear measure. Dry measure.
- Liquid measure. Simple fraction work.

WRITING.

- 1. Review of small letters separately.
- 2. Drill on letters in words and sentences.
- 3. Review of capitals in groups.
- 4. Copying sentences containing work on all subjects taught.

SCIENCE.

- 1. *Physiology.*
 - Respiration.
 - Nutrition.
 - Circulation.
 - Teeth, Eye, and Ear.
 - Effects of Alcohol.

SCIENCE — Continued.

2. *Geology.*

| | |
|-----------------|-----------------------------------|
| Pebbles. | Work of water. |
| Sand. | Veins. |
| Mud. | Trap dykes. |
| Soil. | Springs. |
| Pudding stones. | Caverns. |
| Sandstone. | Volcanoes. |
| Mud stones. | Hills and Mountains. |
| Limestone. | Falls and Cañons. |
| Coral Islands. | Erosion. |
| Coal. | Lakes. |
| Work of air. | Changes in shape of sea and land. |

3. *Physics.*

Liquids.
Gases.
Heat.

4. *Chemistry.*

Carbon.
Carbon dioxide.

5. *Astronomy.*

1. Ptolemaic Theory.
2. Copernican Theory.
3. Kepler's Laws.
4. Galileo.
5. Newton.
6. Solar System — *special study*.
7. Comets.
 - number.
 - physical constitution.
 - light.
 - remarkable comets.
8. Meteors.
 - path and motion.
 - light and heat.
 - origin.
9. Shooting Stars.
 - nature and number.
 - path and velocity.
 - brightness.
 - material.
10. Meteoric Showers.
11. Connection between comets and meteors.

SCIENCE — Continued.

12. Stars.

number and nature.
constellations.
star motions.
star magnitudes.
brightness of stars.
variable stars.
temporary stars.
why stars twinkle.
double stars and colored stars.
star clusters.

13. Nebulae.

distance and distribution.
Milky Way.
Nebular Hypothesis.
Time.

MUSIC.

1. New songs.
2. Drill on tones in scale.
3. Reading from staff in keys of C and G.

DRAWING.

1. Drawing from type forms.
2. Scientific apparatus.
3. Subjects from History, Science, Literature.
4. Plant life.
5. Map drawing.
6. Astronomical drawings.

GEOGRAPHY.

1. Map drawing and tracing.
2. Dissected maps.
3. Reading about forms of land and water.
4. Locating places on globe and maps.
5. Reading of different countries.
6. Pictures and drawings.

HISTORY.

1. French and Indian War.
2. Causes of Revolution.
3. Results.
4. Reading from many histories.
5. Memorizing poems and speeches connected with this period.

SPELLING.

1. Sentences written from memory, daily.
2. Drill upon words often misspelled.
3. Special drill upon difficult words in Science, History, etc.
4. Special oral work when necessary.
5. Children make their own spelling books.
6. Daily copying of words and sentences many times.

FORM.

- Special work in Geometry.
- Easy problems from Spencer's Inventional Geometry.

GYMNASTICS.

- Delsarte exercises for different parts of body.
- Marching and breathing exercises.

GRADE V.

READING.

- Stories of Massachusetts.
- Storyland of Stars.
- Heroes of the Revolution.
- First Battles of the Revolution.
- Noble Deeds of Our Fathers.
- Stories of Australasia.
- Stories of India.
- Stories of Heroic Deeds.
- This Continent of Ours.
- Strange Stories from History.
- Fables and Folk Stories.
- Hans Andersen's Stories.
- Kingsley's Water Babies.
- Lucy's Wonderful Globe.
- Aunt Martha's Corner Cupboard.
- Grandfather's Chair.
- The Beginner's American History.
- A First Book in American History.
- Jackanapes.
- Snap Dragon.
- Timothy's Quest.
- Marco Polo.
- Old Mother Earth.
- Poor Boys Who Became Famous.
- Girls Who Became Famous.
- At the Back of the North Wind.
- Irving's Sketch Book.
- Merry Adventures of Robin Hood.
- Among the Camps.
- Normal Fourth Reader.
- Normal Fifth Reader.
- The Little Lame Prince.
- Shaler's Geology.
- Captain January.
- Reading in connection with Physics, Chemistry, Physiology, History,
Geology, Zoölogy.
- Charles Dickens, Life, etc.
- Parts of Pickwick Papers,
Nicholas Nickleby,
Christmas Carol,
Child's History of England,
Old Curiosity Shop.

READING — Continued.

George Wm. Curtis, *Life*.

Who Was He.

George Washington.

Longfellow.

Miles Standish.

Daniel Webster, *Life*, etc.

Orations delivered at the laying of the corner-stone of
Bunker Hill Monument and at its completion.

Thomas Jefferson, *Life*.

Declaration of Independence.

Walter Scott.

Life.

Talisman.

Marmion.

Ivanhoe.

LANGUAGE.

Use of the comma with words in a series.

Use of the comma with noun of address.

Singular possessives.

Plural possessives.

Knowledge of nouns, pronouns, adjectives, verbs, adverbs, and
prepositions.

Direct, indirect, and divided quotations.

Drill on correct forms.

Letter writing.

Drill on the correct use of —

to, too, two.

sit, set.

in, into.

come, came.

is, are.

run, ran.

was, were.

broke, broken.

their, there.

among, between.

Contractions.

Oral and written reproduction of lessons in all subjects studied.

Oral reproduction of stories read at home by pupils.

Articulation Exercises.

Recitation of speeches, poems, and quotations.

ARITHMETIC.

Drill in fundamental operations.

Drill on Liquid, Dry, Linear Measures.

Square Measure.

Avoirdupois Weight.

ARITHMETIC—Continued.*Class I.*

Oral and written work in addition, subtraction, and multiplication of fractions.

Oral and written work in first, second, and third cases in percentage.

Profit and Loss.

Addition, subtraction, multiplication, and division of decimals.

Class II.

Oral and written work in first case in percentage.

Addition and subtraction of fractions.

Work of Class I in decimals.

WRITING.

Drill on small letters and capitals.

SCIENCE.

Physics.

Classes I and II.

Cohesion.

In solids and liquids.

Crystals.

Adhesion.

Between solids—cements, etc.

Between solids and liquids—solution, capillary attraction, etc.

Between liquids.

Condition of Matter.

Ice, water, steam.

Liquids.

Communicate pressure.

Fountains.

Lateral pressure.

Artesian wells.

Upward pressure.

City water system.

Seek their level.

Hydrostatic press.

Buoyancy.

Specific gravity.

Capillarity.

Bramah's press.

Displacement by floating bodies.

Story of Archimedes.

Gases.

Air.

Occupies space.

Pouring from can.

SCIENCE—Continued.

Air.

Glass and card.
Bottles inverted in water.
Inverted phial.
Leather sucker.
Glass tube and water.
Barometer.
Pumps.
Siphons.
Bean blower.
Compressed air.
Torricelli.
Barometer and weather.
Force pump.
Balloon.

*Class II.**Heat.*

Expansion of solids, liquids, and gases.
Thermometers.
Change in condition.
Melting, freezing, evaporation, boiling.
Effect of pressure on boiling.
Sources of heat.
Friction.
Percussion.
Chemical change.
Conduction.

Chemistry.

Air.

Composition.
Nitrogen.
Preparation of oxygen.
Priestley.
Candle and oxygen.
Watch spring.
Animal system and oxygen.
Pure oxygen.
Oxidation.
Rusting, etc.
Phosphorous.

Fire.

Form of candle flame.
Gas of candle flame.
Carbon of candle flame.
Capillary attraction.

SCIENCE — Continued.

Fire.

Products.

Igniting point.

Matches.

Chemistry of a fire.

Spontaneous combustion.

Exchange between plants and animals.

Draft.

Argand burner.

Bunsen burner.

Davy safety lamp.

Carbonic Acid Gas.

Preparation.

Test.

Carbonic acid.

Solubility.

Soda water.

Weight.

Asphyxia.

Test for acids.

Carbon.

Forms.

Deoxidizing power.

Absorbing power.

Decomposition of wood.

Illuminating gas.

*Classes I and II.**Physiology.*

The eye, coats, parts, hygiene.

Ear, parts, physiology, hygiene.

Skin, parts, uses, bathing, clothing.

Alcohol.

*Class I.**Geology.*

Pebbles, river, sea, and glacial.

Sand.

Mud.

Soils.

Water rocks, conglomerates, shale, sandstone.

Shell rock — limestone.

Coal.

Fossils.

SCIENCE — Continued.*Zoölogy.*

Vertebrates.

rabbit.

Articulates,

lobster.

Mollusks,

clam.

Radiates,

star-fish.

sea-anemone.

sea-cucumber.

sea-urchin.

coral.

Protozoans,

sponge.

foraminifera.

MUSIC.

Songs.

Drill on tone and time.

Sight reading in common keys.

DRAWING.

Scientific apparatus.

Type forms.

Plant life.

Subjects connected with History, Zoölogy, Literature, Physiology.

Miscellaneous subjects.

GEOGRAPHY.

Surface and drainage of all continents.

Location of states and territories of U. S. with their capitals.

Location of all places mentioned in connection with daily work.

Drawing from card-board outlines.

Pictures.

Reading.

HISTORY.

Struggle for Independence and the Constitution.

Manners and customs of the colonists.

Indian Wars.

Forms of government in thirteen colonies.

Navigation Acts.

Writs of Assistance.

James Otis.

Molasses Act.

HISTORY—Continued.

Stamp Act.
 Barré's Speech.
 Pitt's Speech.
 Patrick Henry.
 Benjamin Franklin.
 Troops in Boston.
 Samuel Adams.
 Boston Massacre.
 Boston Tea Party.
 Boston Port Bill.
 First Continental Congress.
 Lexington and Concord.
 Bunker Hill.
 Prescott.
 Warren.
 Putnam.
 Second Continental Congress.
 Declaration of Independence.
 Thomas Jefferson.
 Articles of Confederation.
 Federal Convention.
 Plans for Constitution.
 Constitution —
 Important parts.
 Amendments.

SPELLING.

Drill on misspelled words taken from written exercises.
 Drill on spelling many homonyms.

FORM.

| | |
|-------------|-----------|
| Sphere. | Oblique. |
| Surface. | Broken. |
| Cube. | Parallel. |
| Surface. | Plumb. |
| Faces. | Curved. |
| Edges. | Angles. |
| Corners. | Right. |
| Cylinder. | Acute. |
| Surface. | Obtuse. |
| Faces. | Vertex. |
| Edges. | |
| Lines. | |
| Straight. | |
| Vertical. | |
| Horizontal. | |

FORM—Continued.

Triangles.

Base.

Vertex.

Altitude.

Right.

Acute.

Obtuse.

Equilateral.

Isosceles.

Scalene.

Hemisphere.

Form.

Surface.

Edge.

Circle.

Center.

Circumference.

Radius.

Diameter.

Semi-circle.

Semi-circumference.

Chord.

Segment.

Sector.

GYMNASTICS.

Marching.

Free Gymnastics.

Dumb-bells.

Wands.

GRADE VI.

READING.

Rip Van Winkle.
Legend of Sleepy Hollow.
The Alhambra.
Bracebridge Hall.
A Christmas Carol.
The Cricket on the Hearth.
Grandfather's Chair.
The Courtship of Miles Standish.
Enoch Arden.
The Merchant of Venice.
Ben Hur.
Wake-Robin.
Stories of Our Country.
Stories of Other Lands.
Stories of Heroic Deeds.
American History Stories.
Normal Fourth Reader.
The Youth's Companion.
Other reading has been done in connection with Zoölogy, History,
and Geography.

LANGUAGE.

Correct use of sit, set, sat, is and are, was and were.
Use of capitals.
Drill on correct use of marks of punctuation.
Direct and indirect quotations,
Divided and undivided quotations.
Oral reproduction of stories read at home by pupils.
Oral and written reproduction of lessons on all subjects.
Dictation.
Letters of friendship.
Business letters.
Informal notes.
Nouns.
 Common, proper.
 Singular, plural.
 Formation of possessives.
Pronouns.
Adjectives.
Adverbs.
Verbs.
Parts of sentence.
 Simple Subject, Simple Predicate.
 Complete Subject, Complete Predicate.

LANGUAGE — Continued.

Repetition of correct forms of speech.

Daily pronunciation of mispronounced words.

Memorized.

Short quotations.

The Landing of the Pilgrim Fathers.

The Sandpiper.

The Charge of the Light Brigade.

ARITHMETIC.

Oral drill on Time, Liquid, Dry, Long, and Square Measures.

Oral and written work in all cases in Fractions.

Oral work in the three cases in Percentage. Written work in first two cases.

Computation of area of square and rectangular surfaces.

Miscellaneous problems from Popular Educator Arithmetic, Book I.
Bills.

WRITING.

Movement exercises.

Practice on form of all letters.

SCIENCE.

Chemistry.

Oxygen.

Preparation.

Candle.

Watch-spring.

Phosphorus.

Animal system.

Priestley.

Ozone.

Oxidation.

Reaction.

Sun-bleaching.

Fire.

Candle flame.

Argand burner.

Bunsen burner.

Davy safety lamp.

Matches.

Chemistry of a fire

Oxyhydrogen flame

Lavoisier.

Illumination.

Nitric Acid.

Nitric Oxide.

SCIENCE—Continued.

Nitrous Oxide.

Relation to O.

Effect on Litmus.

Ammonia.

Relation to Water.

Bleaching.

Hydrochloric Acid.

Test.

Iodine.

Fumes.

Solution.

Test.

Potassium and Sodium.

Water.

Tests.

Sulphur.

Viscid form.

Sulphur Dioxide

Sulphuric Acid.

Test.

Preparation of Starch.

Test.

Solution.

Physics.

Expansion of solids, liquids, and gases by heat.

Thermometer.

Liquefaction.

Solidification.

Evaporation.

Boiling.

Effect of pressure on boiling.

Latent Heat.

Dr. Black.

Chemical changes caused by Heat.

Sources of Heat.

Friction.

Count Rumford.

Percussion.

Chemical change.

Transmission of Heat.

Conduction.

Convection.

Radiation.

Convection in Gases.

Air in room.

Winds.

SCIENCE — Continued.

Convection in Liquids.

Water in tube.

Ocean Currents.

Physiology.

Skin.

Eye.

Physiological Botany.

Buds.

Roots.

Germination.

Stems.

Assimilation.

Zoölogy.

Fox.

Lobster.

Clam.

Starfish.

Sponge.

Foraminifera.

Infusoria.

MUSIC.

Tone work.

Sight reading in common keys.

Two-part exercises.

Songs learned by note.

Rote songs.

DRAWING.

Scientific apparatus.

Buds and plants.

Parallel and angular perspective.

Copying pictures illustrating work in Zoölogy, History, and Physiology.

GEOGRAPHY.

Surface and drainage of North America and South America.

Location work on same continents.

Special attention given to location work on map of United States.

Map drawing.

HISTORY.

Colonization.

Roman and English Ideas.

Puritan Exodus.

Separatists in Holland.

HISTORY — Continued.

Plymouth and London Companies.
 Pilgrim Emigration.
 Settling at Plymouth.
 First Winter.
 Social Organization.
 Government.
 Indians.
 Massachusetts Bay Company.
 John Endicott.
 Charter.
 John Winthrop.
 Settlement of Boston.
 Other Towns.
 Early Hardships.
 Social Organization.
 Government.
 Church.
 Roger Williams.
 Anne Hutchinson.
 Witchcraft.
 Persecution of Quakers.
 Settlement of Connecticut.
 Emigration from Massachusetts.
 Windsor, Wethersfield, and Hartford.
 New Haven.
 Union of Colonies.
 King Philip's War.
 Andros Government.
 Charter Government.

CIVIL GOVERNMENT.

Town Officers, their duties.
 Selectmen.
 Town Clerk and Treasurer.
 Assessors.
 Board of Relief.
 Registrar of Voters.
 School Visitors.
 Taxation.
 Tax List.
 Assessors.
 List Book.
 Board of Relief.
 Rate Book.
 Collection.

CIVIL GOVERNMENT—Continued.

Legislature.

House.

Senate.

Presidential Election.

President's Cabinet.

Duties of Cabinet Officers.

Legal Qualifications of Voters.

Plan of Voting-place.

Caucus.

Town Meeting.

Majority, Quorum.

Officers of a Parliamentary Body.

SPELLING.

Words found misspelled in daily written work.

FORM.

Sphere, Cube, and Cylinder.

Form, surface, faces, edges, corners.

Modeling in clay.

Drawing.

Straight and Curved Lines.

Broken and Mixed Lines.

Direction of One Line.

Parallel Lines.

Hemisphere.

Form, surface, edge.

Drawing geometrical views and appearances.

Circle.

Center.

Circumference.

Radius.

Diameter.

Semi-circle.

Semi-circumference.

Arc.

Chord.

Segment.

Sector.

Angles.

Kinds, vertex, sides.

Perpendicular Lines.

Bisecting Lines, Arcs, Angles, Sectors, etc.

Erecting Perpendiculars.

Square and Right Triangular Prisms.

FORM—Continued.

Triangles.

Kinds with } angles.
regard to } sides.

Geometrical construction.

Paper-cutting and folding.

Base, vertex, altitude.

Sum of angles of triangle.

Quadrilaterals.

Parallelograms.

Trapezoids.

Trapeziums.

Problems from Spencer's Inventional Geometry.

GYMNASTICS.

Marching.

Swedish Gymnastics.

GRADE VII.

READING.

BOOKS READ BY PUPILS.

Coal and the Coal Mines.
 Sea Urchins, Star Fish, and Corals.
 Among the Camps.
 Two Little Confederates.
 Jan of the Windmill.
 Timothy's Quest.
 Baron Trump's Underground Journey.
 George Washington, Scudder.
 How Success is Won.
 Life of Goldsmith, Dobson.
 Vicar of Wakefield.
 Two Years Before the Mast.
 Normal Fifth Reader.
 Lamb's Tales.
 Grandfather's Chair.
 Juan and Juanita.
 Normal Fourth Reader.
 Lesson on Practical Subjects.
 Stories of the Old World.

POEMS AND BOOKS READ TO CLASS.

Ben Hur.
 Captain January.
 Julius Cæsar.
 Merchant of Venice.
 Hamlet.
 The Tempest.
 Macbeth.
 The Traveller.
 Reference books consulted.

Physics.

Arnott.
 Hooker's Philosophy.
 Practical Telephone Handbook.
 Short History of Natural Science.
 Popular Science Reader.
 Natural Philosophy.

Biology.

Pictures and Stories of Animals, Birds, Quadrupeds, Sea Shells
 and River Shells, Bees, Butterflies, and Other Insects, by Mrs.
 Sanborn Tenny.
 Seaside Studies in Natural History.
 Animal Life in the Sea and on the Land.—First Book in Zoölogy.

READING—Continued.

Botany.

Youman's Botany.
 Hooker's Child's Book of Nature.
 How Plants Behave.
 Little Flower People.
 How Plants Grow.
 Talks Afield.
 Chapters on Plant Life.
 Outlines of Botany.
 Fairyland of Flowers.
 Hooker's Botany.
 Structural Botany.
 Physiological Botany.

Chemistry.

Hooker's Chemistry.
 Cooley's New Chemistry.
 New Chemistry, Cooke.
 Organic Chemistry, Ramsen.
 Guide to Elementary Chemistry.
 Shepard's Chemistry.

Physiology.

History of a Mouthful of Bread.
 How to Keep Well.
 Outlines in Physiology.
 Hooker's Physiology.

Geology.

Shaler.
 Geikie.
 Popular Geology.
 Manual of Mineralogy.

History.

The American^a Revolution.
 The Critical Period of American History.
 The Beginnings of New England.
 Eggleston's History.
 The United States History and Constitution.
 History of the American People, Gilman.
 Drum Beat of the Nation.
 The Boys of '76.
 History of the United States, Bryant.
 History of the United States, Barnes.
 Abbott's History of the Civil War.
 The War of Independence.
 The Making of New England.

READING—Continued.*Geography.*

W. H. Seward's Travels around the World.
 The Boy Travellers in Ceylon and India.
 in Siam and Java.
 in South America.

Old Ocean.

Exploration of the Nile.

Mexico, Our Sister Republic.

The Oregon Trail.

Our World Readers.

King's Geographical Readers.

Scribner's Geographical Readers.

Maury's Physical Geography

Butler's Physical Geography.

Geikie's Physical Geography.

LANGUAGE.

Correct use of

to, too, two,

lie, lay.

sit, set.

there, their.

come, came.

may, can.

among, between.

that, those.

plenty, plentiful.

one another, each other.

Drill on words often incorrectly pronounced.

Punctuation, paragraphing.

Letter-writing.

Correction of errors found in written work.

GRAMMAR.

The Noun.

Proper nouns, possessive case.

Appositive.

The Pronoun.

Case forms of she, he, they.

I, we, who.

Use of nominative and objective cases. Antecedent.

The Adjective — Degrees.

The Verb.

Subject and object. Number.

Tense, present and past.

The Adverb.

The Preposition — Object.

The Sentence — Subject, predicate.

CLASS RECITATIONS.

Selections from William Pitt's speech.
 Colonel Barre's speech.
 Merchant of Venice.
 Hamlet, The Tempest.
 Macbeth, Julius Cæsar.
 Nearly all of the Deserted Village.
 Warren's Address.
 Ode to Steam.
 The Gentian.

ARITHMETIC.

| | |
|--------------------------|-------------------|
| Surface Measurement. | |
| Linear Measurement. | |
| Lumber Measurement. | |
| Building and Furnishing. | |
| Excavations. | Brickwork. |
| Stonework. | Plastering. |
| Painting. | Papering† |
| Carpeting. | |
| Percentage. | |
| Trade Discount. | |
| Commission. | Taxes. |
| Insurance. | Stocks and bonds. |
| Exchange. | Bankruptcy. |
| Partnership. | Profit and loss. |
| Interest. | |
| Notes. | |
| Drafts. | |
| Bank Discount. | |

GEOMETRY.

Cube, Sphere, and Cylinder.
 Lines.
 Hemisphere.
 Circle, construction.
 Square and Right Triangular Prisms.
 Triangles.
 Quadrilaterals.
 Hexagons and Octagons.

WRITING.

Drill on Form.
 Movement Exercises.

GEOGRAPHY.

A great deal of location work

SCIENCE.

Chemistry. Class II.

Oxygen.

Preparation.

Watch-spring.

Oxygen and animal system.

Oxygen and plants.

Candle and oxygen.

Phosphorus.

Pure oxygen.

Oxidation.

Fire.

Form of candle flame.

Carbon of candle flame.

Products.

Draft.

Bunsen burner.

Combustion.

Matches.

Oxyhydrogen flame.

Gas of candle flame.

Capillary attraction.

Sun-bleaching.

Argand burner.

Davy safety lamp.

Igniting point.

Chemistry of fire.

Savoisier.

Exchange between plants and animals.

Carbon.

Forms.

Absorbing power.

Sugar.

Mineral Coal.

Gas machine.

Deoxidizing power.

Decomposition of wood.

Illuminating gas.

Diamonds.

Hydrogen.

Preparation.

Combustion.

Tones.

Nitrogen.

Properties.

Nitric acid.

Nitric oxide.

Water.

Bases.

Respiration.

Nitrous oxide.

Ammonia.

Litmus.

Salts.

Carbon Dioxide.

Preparation.

Carbonic oxide.

Solubility.

Acids.

Soda water.

Black.

Test.

Carbonic acid.

Weight.

Precipitate.

Asphyxia.

Water.

Composition.

Hard water.

Water of crystallization.

Sea waters.

Air.

Solution.

Mineral waters.

SCIENCE—Continued.

| | |
|-----------------------|------------------|
| Chlorine. | |
| Preparation. | Breathing. |
| Water. | Metals. |
| Hydrogen. | Bleaching. |
| Hydrochloric acid. | Occurrence. |
| Iodine. | |
| Tincture. | Fumes. |
| Combustion. | Test. |
| Bromine. | |
| Fluorine. | |
| Sulphur. | |
| Viscid form. | Sulphur Dioxide. |
| Sulphuric acid. | Test. |
| Potassium and Sodium. | |
| Water. | |
| Tests. | |
| Magnesium. | |
| Burning. | |
| Iron. | |
| Varieties. | |
| Smelting. | |
| Tempering. | |
| Copper. | |
| Silver. | |
| Lead. | |
| Starch. | |
| Preparation. | Solution. |
| Form. | Test. |
| Fermentation. | |
| Soap. | |
| Preparation. | |
| Use. | |
| Gunpowder. | |

Biology. Class I.

| | |
|---------------|------------------------|
| Protozoans. | |
| Sponges. | Foraminifera. |
| Amoeba. | Infusoria. |
| Radiates. | |
| Starfishes. | Hydroids. |
| Jelly-fishes. | Portuguese man-of-war. |
| Sea anemones. | Corals. |
| Sea urchins. | Sea cucumbers. |

SCIENCE—Continued.*Physiological Botany.*

Buds.

Germination.

Pea.

Corn.

Oats.

Bean.

Pumpkin.

Roots.

Stems.

Flowers.

Fruits.

Physics. Classes I and II.

Sound.

Light.

Physiology.

Skin.

Corium.

Uses.

Clothing.

Epidermis.

Bathing.

Cautions.

Nervous System.

Brain.

Cranial nerves.

Sympathetic nerves.

Spinal cord.

Spinal nerves.

Eye.

Anatomy.

Physiology.

Hygiene.

Ear.

Anatomy.

Physiology.

Hygiene.

Alcohol.

Description.

Water.

Fermentation.

Circulation.

Nerves.

Burning.

Albumen.

Digestion.

Blood.

Muscles.

DRAWING.

Parallel and angular perspective.

Scientific apparatus.

Buds and plants.

Copying pictures illustrating work in Zoölogy and History

MUSIC.

Reading in all keys.

Songs.

SPELLING.

Drill on words misspelled in written work.

GYMNASTICS.

Free gymnastics.
Wands.

Dumb-bells.
Marching.

HISTORY.*Struggle for Independence and the Constitution.*

| | |
|------------------------------|----------------------------------|
| Navigation Acts. | Writs of assistance. |
| Molasses Act. | Stamp Act. |
| Troops. | Quarting Act. |
| Boston Massacre. | Boston Port Bill. |
| Massachusetts Act. | First Continental Congress. |
| Lexington and Concord. | Bunker Hill. |
| Second Continental Congress. | Declaration of Independence. |
| Articles of Confederation. | Federal Convention. |
| Plans for Constitution. | Important parts of Constitution. |

Financial History.

| | |
|----------------------------|-----------------------------|
| Recent Silver Bill. | Continental money. |
| U. S. Bank, 1791. | Basis of circulation. |
| Charter, 1816. | State banks. |
| Failures and disturbances. | Jackson's opposition, 1832. |
| Panic, 1837. | Legal Tender Act, 1862. |
| National Bank Act, 1863. | Resumption. |

Colonization.

Social and political ideas brought by the colonists from Europe, and their development into modern life.

Roman and English ideas.

Puritan exodus.

Separatists in Holland.

Plymouth and London Companies.

Pilgrim emigration.

Settling at Plymouth.

First winter.

Social organization.

Government.

Indians.

Massachusetts Bay Company.

John Endicott.

Charter.

John Winthrop.

Settlement of Boston.

Other towns.

Early hardships.

Social organization.

Government.

Church.

Roger Williams.

Anne Hutchinson.

HISTORY — Continued.

Witchcraft.

Persecution of Quakers.

Connecticut Pioneers.

Emigration from Massachusetts, Windsor, Wethersfield, Hartford,

New Haven.

Colonies united.

King Philip's war.

Andros government.

Charter government.

Proprietary government.

Royal government.

Colonies in General.

Representative system.

Town system.

Democracy.

Restrictive laws.

Town and parish.

Ecclesiastical system.

Navigation acts.

Religious freedom.

Civil Government.

Caucus.

Convention.

Majority, plurality, quorum.

Town meeting.

Town officers, duties.

State officers, duties.

Organization of a parliamentary body.

Legal qualifications of a voter.

Secret ballot.

Plan of voting-place.

Legislature.

House of Representatives.

Senate.

Congress.

House of Representatives.

Senate.

GEOMETRY. CLASS I.

Cube.

Cylinder.

Surfaces.

Plane.

Curved.

Lines.

Direction of one line.

Position of line determined.

Two points known.

One point and direction of line known.

Vertical, horizontal, oblique.

Representation on horizontal surface.

Tests, level, plumb line.

GEOMETRY — Continued.

Hemisphere.

Circle.

Center.

Radius.

Semi-circle.

Arc.

Segment.

Concentric and eccentric circles.

Circumference.

Diameter.

Semi-circumference.

Chord.

Sectors.

Construction.

Angles.

Square and right triangular prisms.

Triangles.

Kinds.

Vertex.

Sum of angles.

Base.

Altitude.

Quadrilaterals.

Parallelograms.

Trapezoids.

Trapeziums

Hexagons.

Octagons.

GRADE VIII.

JUNE 23, 1893.

READING.

*Oral.*One-half hour each week in *Youth's Companion*.*Silent.*

In connection with the work, reading has been done in the following books :

| | |
|--------------------------------------|------------------------------|
| Samuel Adams. | Merchant of Venice. |
| Critical Period of American History. | Julius Cæsar. |
| Burgoyne's Invasion of 1777. | Nicholas Nickleby. |
| Money in Politics. | Oliver Twist. |
| Lessons in Practical Subjects. | The Old Curiosity Shop. |
| The National Banks. | Dana's Geology. |
| The American Citizen. | Shaler's Geology. |
| General History. | Geikie's Geology. |
| Greek History. | A Popular Geology. |
| Greek Heroes. | Ice Age in North America. |
| Stories of the Old World. | Guides for Science Teaching. |
| Century Magazine, Vol. XXXIV. | First Book of Zoölogy. |
| Anthropology. | Ocean Wonders. |
| Roman History. | Practical Zoölogy. |
| Iliad. | Animal Life. |
| Lays of Ancient Rome. | Ganot's Physics. |
| Snow Bound. | Arnott's Physics. |
| Shorter Poems by Whittier. | Steele's Physics. |
| Lady of the Lake. | Hooker's Chemistry. |
| Lay of the Last Minstrel. | Youman's Chemistry. |
| Vicar of Wakefield. | Shepard's Chemistry. |
| Deserted Village. | Storer's Chemistry. |
| Tales from Scottish History. | A Reader in Botany. |
| <i>Papers.</i> | |
| Youth's Companion. | Week's Current. |
| Harper's Weekly. | Daily papers. |

LANGUAGE.

Review of use of period, interrogation point, exclamation point, comma, hyphen, apostrophe, and quotation marks.

Contracted forms, such as don't, I'll.

Drill on correct use of words, *i. e.*, may, can, etc.

Use of verb to be.

Abbreviations.

Drill in words often mispronounced.

LANGUAGE — Continued.

Reproduction of history and science lessons.
 Correction of reproduction work.
 Letter writing.
 Parts of speech.
 Case as applied to pronouns.
 Number. Degree of adjectives.
 Present and past tenses.
 Drill on parts of verbs often misused, such as do, come, sit, etc., etc.
 Object of preposition.
 Sentence. Clause.
 Subject. Predicate. Object.
 Appositive. Antecedent.
 Recitation of memorized poems and speeches.

*Class II.***ARITHMETIC.**

| | |
|---|------------------------------|
| Measures of length. | Compound interest. |
| Measures of surfaces. | Commission. |
| Measures of volume. | Insurance. |
| Practical problems on the above subjects. | Taxes. |
| Longitude and time. | Profit and loss. |
| Review of percentage. | Stocks and bonds. |
| Review of interest. | Ratio and simple proportion. |
| Commercial and bank discount. | Square root. |
| Writing of business forms. | Circles. |
| Partial payments. | Triangles. |
| | Quadrilaterals. |

*Class I.**Mechanics.*

| | |
|--|-----------------------|
| Lever. | Pulley. |
| Wheel and Axle. | Wedge. |
| Screw. | Inclined plane. |
| Arithmetic as applied to the following subjects: | |
| Laws of falling bodies. | Specific gravity — |
| Bodies projected — | Solids. |
| Upward. | Liquids. |
| Downward. | Gases. |
| At an angle. | Atmospheric pressure. |
| Parallelogram of forces. | Air pump. |
| Bodies acted upon by two forces. | Pendulum. |
| Liquid pressure. | Thermometers — |
| Hydraulic engine. | Fahrenheit. |
| | Centigrade. |

ARITHMETIC—Continued.*Inventional Geometry.*

Circles.

Triangles.

Quadrilaterals.

Hexagons and octagons.

Tangent.

Demonstrative Geometry.

Axioms.

Theorems on Angles.

Theorems on Triangles.

Application of principles of similar and equal triangles to measuring distances.

*Classes I and II.**Bookkeeping.*

Day-book.

Cash-book.

Ledger.

Review of business forms.

WRITING.

In connection with all the work.

Practice — one hour per week.

Form.

Movement.

SCIENCE.*Class II.**Sound.*

Vibration.

Waves.

Conduction.

Reflection.

Echoes.

Velocity.

Noise and music.

Loudness —

Amplitude.

Distance.

Medium.

Resonance.

Pitch.

Quality.

Ear.

Organs of speech.

Chemistry.

Oxygen.

Candle flame.

Carbon dioxide.

Hydrogen.

Carbon.

Iron —

Cast-iron.

Wrought-iron.

Steel.

Manufacture of the above articles.

Sulphur.

Iodine.

Bleaching.

Tests for acids.

Silver.

Gold.

Potassium —

Potash.

Saltpeter.

Gunpowder.

Leaching.

Soap making.

Sodium —

Salt and soda.

Lime.

SCIENCE — Continued.*Classes I and II.**Physiology.*

Respiration.

Effects of alcohol and tobacco.

Digestion.

MUSIC.

Song singing.

DRAWING.

Perspective.

Objects in connection with —

Geology.

History.

Chemistry.

Zoölogy.

Botany.

GEOGRAPHY.

Use of wall maps and atlases.

*Class II.***HISTORY.***Sources of Historical Information.*

Books and manuscript.

Customs and languages.

Inscriptions and tablets.

Fossils.

Mural decorations.

Antiquity of Man, as shown by

Glacial period.

Kitchen middens and peat bog.

Remains in caves.

Mental Development of Man and the Growth of the Arts during the Periods of

Savagery.

Civilization.

Barbarism.

The following countries have been studied with especial reference to the influence of the environment upon the Customs, Arts, Government, and Religion, and as to what each has done to advance the civilization of the world :

Egypt.

Valley of the Tigris and Euphrates.

Phœnicia.

Greece.

Rome.

Class I.

Declaration of Independence.

Saratoga and Yorktown.

Treaty with England.

Washington's " Legacy."

Weakness of Articles of Confederation.

HISTORY—Continued.

Interstate Trouble.
 Paper Money and Lack of Credit.
 Cession of Western Lands.
 Ordinance of 1787.
 Annapolis Convention.
 Federal Convention.
 Ratification of Constitution.
 Inaugural of Washington.
 Purchase of Louisiana.
 Purchase of Florida.
 Annexation of Texas.
 Mexican Cession.
 Oregon Dispute.
 Alaska Purchase.
 Financial History —
 Gold and silver as commodities.
 Gresham's Law.
 History of the gold and silver dollar.
 Subsidiary Coins.
 Wild-Cat Money.
 Gold and Silver Certificates.
 Greenbacks and Treasury Notes.
 Legal Tender Cases.
 The Present National Bank Laws.
 Tariff Laws.
 Nullification.
 Parts of Calhoun's Speeches.
 Webster-Hayne Debate.

*Classes I and II.***CIVIL GOVERNMENT.**

Caucus.
 State and national conventions.
 Organization of parliamentary body.
 Officers of a parliamentary body.
 Town meeting.
 Town officers, their duties.
 Town, State, and National Committees.
 Elections.
 State officers, their duties.
 The President, his duties.
 Duties of the President's Cabinet.
 Taxation, town, district, State, and county.
 Legislature —
 House of Representatives. Senate.

CIVIL GOVERNMENT—Continued.

Congress —

House of Representatives.

Senate.

United States Supreme Court.

Bill of rights.

Habeas Corpus.

Class voted on Election Day, using Connecticut secret ballot system.

SPELLING.

Capitals.

Drill on misspelled words.

Plurals.

FORM.

See Arithmetic above.

GYMNASTICS.

Marching.

Dumb-bells.

Free gymnastics.

OAKS SCHOOL.—GRADE I.

*Class A.***READING.**

Script and printed lessons connected with Science and Literature.

Stories of Child Life.

Science Reading Lessons.

When I was a Little Girl.

Holmes's First Reader.

Interstate First Reader.

Little Folks of Other Lands.

Seaside and Wayside, No. 1.

Scudder's Fairy Tales, No. 1.

Drill on words taken from the above.

Class B.

Script and printed lessons connected with Science and Literature.

Miss Curtis's Reading Lessons.

Stories of Child Life.

Holmes's First Reader.

Interstate First Reader.

When I was a Little Girl.

Part of Seaside and Wayside, No. 1.

Drill on words taken from the above.

Class C.

Stories in script taken from—

Botany.

Literature

Form.

Geography.

Some of the same in print.

Drill on words taken from these stories.

John G. Whittier, Life, etc.

Snow Bound.

In School Days.

Nauhaught, the Deacon.

Henry W. Longfellow, Life, etc.

Hiawatha.

Children's Hour.

The Village Blacksmith.

LANGUAGE.

Oral work.

Constant correction of mistakes.

Reproduction of lessons in Science, Literature, etc.

Drill on correct forms.

Written work.

Use of capital and period.

Writing date.

ARITHMETIC.

Numbers from 2 to 12.

Figures and signs.

Class A.

Roman notation to XV.

Class B.

Numbers from 2 to 10.

Figures and signs.

Roman notation to X.

Class C.

Drill with objects.

WRITING.

Copying.

Lessons on small letters i, u, n, m, v, w, x, r, s, a.

SCIENCE.*Chemistry.*

Oxygen.

Carbon-dioxide.

Hydrogen.

Candle flame.

Botany.

Stems.

Buds.

Leaves.

Uses of plants.

Food.

Clothing.

Air purifiers.

Physiology.

Respiration.

Digestion.

Zoölogy.

Clam.

Lobster.

Star-fish.

MUSIC.

Songs.

Staff.

Scale.

Drill on tones.

Singing from hand signs.

Exercises in key of C, sung by syllables, numerals, and words.

DRAWING.*Form.*

Sphere.

Apple.

Pumpkin.

Cube.

Box.

Cylinder.

Bottle.

Flower pot.

Cup.

Tumbler.

Candle.

Science.

Pan.

Test-tube.

Bottle.

Candle flame.

Zoölogy.

Parts of the lobster.

Clam.

Star-fish.

Botany.

Seeds.

Stems and buds.

Beans in five different stages of growth.

Pansy.

Violet.

Mayflower.

Bluet.

Daisy.

Butter cup.

GEOGRAPHY.

Shape of earth.

Land.

Water.

Location —

Continents.

Oceans.

Countries of North America.

Five rivers of United States.

Connecticut.

Great Lakes.

Two mountain ranges.

Washington, Chicago, Willimantic, and Hartford.

Places connected with Literature.

Outline maps of the continents.

HISTORY.

Story of Columbus.

Story of the first Thanksgiving.

Story of George Washington.

FORM.

Lessons on sphere, cube, cylinder.

Models of these and of objects based on these.

Stick laying and drawing of geometrical figures.

Kinds of lines.

GYMNASTICS.

Marching.

Exercises for —

Head.

Arms.

Legs.

Trunk.

OAKS SCHOOL.—GRADE II.

READING.

- | | |
|--|-------------------------|
| Oxygen Stories. | |
| Physiology Stories. | |
| Candle-flame Stories. | |
| Lobster Stories. | |
| Clam Stories. | |
| Star-fish Stories. | |
| Longfellow Stories. | |
| Interstate Second Reader. | |
| Anna Bradham's First Reader | |
| Stories of Child Life, No. 1. | |
| When I was a Little Girl. | |
| Holmes's First Reader. | |
| Seaside and Wayside, No. 1. | |
| Scudder's Fairy Tales, No. 1. | |
| Scudder's Fairy Tales, No. 2. | |
| Little Folks of Other Lands. | |
| Hans Andersen's Stories. | |
| Pratt's History of United States, No. 1. | |
| Henry W. Longfellow, Life, etc. — | |
| Hiawatha. | Children's Hour. |
| Bell of Atri. | Paul Revere's Ride. |
| Daybreak. | Village Blacksmith. |
| Birds of Killingworth. | |
| John G. Whittier, Life, etc. — | |
| Snow Bound. | Barefoot Boy. |
| In School Days. | Barbara Frietchie. |
| Nauhaught, the Deacon. | |
| Hawthorne— | |
| The Snow Image. | Little Daffydowndilly. |
| The Golden Touch. | The Miraculous Pitcher. |
| Paradise of Children. | |
| Books that have been read aloud — | |
| Little Lord Fauntleroy. | Bird's Christmas Carol. |
| Kingsley's Water Babies. | Robinson Crusoe. |
| Black Beauty. | |

LANGUAGE.

Oral.

- (a) Reproduction of lessons in Science and Literature.
 (b) Drill upon correct forms.

Written.

- (a) Reproduction of same.
 (b) Use of capital and period.
 (c) Writing date.
 (d) Dictation.

ARITHMETIC.

Numbers from 10 to 45.

Drill in rapid addition.

Addition —

First step.

Second step.

Multiplication —

First step.

Second step.

Subtraction —

First step.

Roman notation to XX.

WRITING.

Drill on all small letters alone.

Drill on the same in words and sentences.

Drill on the capitals M, N, A, T, F, P, R, B.

Copying sentences.

SCIENCE.*Chemistry.*

Candle flame.

Hydrogen.

Physics.

Heat.

Physiology.

Respiration.

Circulation.

Zoölogy.

Lobster.

Clam.

Star-fish.

Botany.

Roots.

Stems.

Buds.

Leaves.

Germination.

Oxygen.

Carbon-dioxide.

Air.

Nutrition.

Alcohol.

Uses of Plants.

(a) Clothing.

(b) Food.

(c) Air purifiers.

MUSIC.

Scale.

Drill on tones.

Exercises in three kinds of time.

Exercises by syllables, numerals, 1a, and words.

Songs.

DRAWING.*Form.*

Sphere.

Apple.

Pumpkin.

Cube.

Box.

Cylinder.

Science.

Test-tube.

Pan.

Bottle.

Candle flame.

Alcohol Lamp.

Screw eyes.

Botany.

Seeds.

Stems and buds.

Leaves.

Bean.

Violet.

Daisy.

DRAWING—Continued.

| | | |
|-------------------------|---------------|------------|
| Bottle. | Lamp chimney. | Pansy. |
| Basket. | | Mayflower. |
| Candle. | | Buttercup. |
| Hemisphere. | | |
| Drawings from Hiawatha. | | |

GEOGRAPHY.

- Points of the compass.
- Location of continents.
- Location of oceans.
- Location of countries of North America.
- Special study of United States.
 - (a) Boundary.
 - (b) Location of States and Territories.
 - (c) Principal rivers.
 - (d) Principal mountains.
 - (e) Great Lakes.
- Locating places connected the reading.
- Dissected maps.
- Outline maps.

HISTORY.

- Story of Columbus and some of the early explorers.
- Story of the Pilgrims.
- Customs of the colonies.
- Story of George Washington.

SPELLING.

- Copying words and sentences.
- Dictation.
- Oral work the last term.

FORM.

- Study of—

| | |
|-------------|-----------|
| Sphere. | Cylinder. |
| Hemisphere. | Prisms. |
| Cube. | |
- Modeling of these and of objects based on them.
- Lines—

| | |
|-------------|-----------|
| Vertical. | Oblique. |
| Horizontal. | Parallel. |

GYMNASTICS.

- Marching.
- Breathing exercises.
- Exercises for—

| | |
|-------|--------|
| Head. | Trunk. |
| Arms. | Legs. |

OAKS SCHOOL—GRADE II.

READING.

| | |
|-----------------------------------|---------------------------------|
| Seaside and Wayside No. 1. | Hans Andersen Stories. |
| American History Stories No. 1. | Interstate Second Reader. |
| Stories about heat. | Stories about the candle-flame. |
| When I was a Little Girl. | Little Folks of Other Lands. |
| Scudder's Fable and Folk Stories, | Eggleston's History. |
| Nos. 1 and 2. | Shailer's Geology. |
| Books that have been read aloud — | |
| Kingsley's Water Babies. | Bird's Christmas Carol. |
| Little Lord Fauntleroy. | Robinson Crusoe. |
| Selections from — | |
| Stories of Heroic Deeds. | Popular Science Reader. |
| Hawthorne — | |
| The Wonder Book. | Tanglewood Tales. |
| Irving — | |
| The Sketch Book. | |
| Whittier — | |
| Snow Bound. | Nauhaught, the Deacon. |
| The Witch's Daughter. | Barbara Frietchie. |
| Barefoot Boy. | In School Days. |
| Longfellow — | |
| Hiawatha. | The Children's Hour. |
| Poems recited — | |
| In School Days. | Barbara Frietchie. |
| The Pilgrim Fathers. | We Honor our Country. |
| The Children's Hour. | |

LANGUAGE.

Oral —

- Drill upon correct forms.
- Reproduction of lessons.
- Constant correction of errors made in conversation.

Written —

- | | |
|--------------------------------|------------------------------|
| Reproduction of lessons. | Dictation lessons every day. |
| Uses of capitals. | Marks of punctuation. |
| Period. | Question Mark. |
| Exclamation Point. | Comma with noun of address. |
| Some work with the apostrophe. | Quotation Marks. |

Class A.

ARITHMETIC.

Oral —

- Numbers developed from 30 to 100.
- Drill in rapid addition.
- Problems.

ARITHMETIC — Continued.

Written —

Addition.

Subtraction

Multiplication.

Division.

Application of these processes to practical problems.

Class B.

Oral —

Numbers developed from 20 to 60.

Other work same as *A's*.

Written —

Addition.

Multiplication, — Two steps.

Subtraction, — One step.

Applications of these processes to practical problems.

WRITING.

Practice on all small letters.

Movement exercises.

Capitals N, M, A, T, F, S, H, K, V, W.

Words and sentences containing these letters.

SCIENCE.*Chemistry.*

Oxygen.

Air.

Carbon-dioxide.

Hydrogen.

Physics.

Air pressure.

Heat.

Liquid pressure.

Geology.

Pebbles.

Granite.

Sand.

Sandstone.

Mud.

Limestone.

Soil.

Coal.

Physiology.

Respiration.

Circulation.

Nutrition.

Muscles.

Botany.

Uses of plants.

Growth of plants.

Special study of parts of plants.

MUSIC.

Many songs.

Tone drills.

Reading exercises and songs in the keys of C, G, and D.

DRAWING.

Drawing of the cube in all the different positions.

Experiment pan.

Crayon box.

Pencil box.

Box cover.

Cylinder in different positions.

Bottle.

Tumbler.

Flower pot.

Bell-jar.

Cup and saucer.

Pail.

Test-tube holder.

Plant and pot.

Candle.

Book.

Cup for liquid pressure experiment.

W-shaped tube.

Gallon measure.

Buds —

Horse chestnut.

Pussy willow.

Walnut.

Bean —

Stages of growth.

Jack-in-the-pulpit.

Leaves.

Twigs.

A few simple flowers.

GEOGRAPHY.

Points of the compass.

Location of continents and oceans.

Location of countries in North America.

Location of places read about.

Profile maps.

Dissected maps.

Reading of life in different countries.

Stories told about the interesting States of the United States.

HISTORY.

History stories told and read.

Special attention given to —

Pilgrims.

French and Indian War.

Life in the colonies.

War of the Revolution.

SPELLING.

Copying.

Dictation.

Drill upon words misspelled or connected with any lesson.

FORM.

Study of —

Cube.

Cylinder.

Lines —

Horizontal.

Vertical.

Oblique.

GYMNASTICS.

Breathing exercises.

Exercises for —

Head.

Arms.

Marching.

Trunk.

Legs.

MANUAL TRAINING.

To the Secretary of Board of Education of the State of Connecticut.

DEAR SIR :—Herewith is respectfully submitted a report of visits to several of the leading Technico-Industrial Institutions of the United States.

Commissioned to investigate especially the subject of manual training and its applications, I beg to state that this report must not be considered a detailed account of ideas gathered during my investigations, but a few fragments only.

Believing that no one study begins or ends in itself, I examined, besides Manual Training, the branches most nearly related to it, viz.: Science, Mathematics, and Drawing.

In some of the institutions visited manual training does not end, as some please to suppose, in the mastery of tools found in an artisan's shop; nor does it end in the representation of an idea in the material used. The same amount of time is given to this subject as to literature, mathematics, and science. Reading does not end in reading, but in the culture it begets, and in its being a means of enlarging the general intelligence. For the same reason writing does not end in writing. It is not acquired for the sake of writing, but in order to express and communicate ideas and thoughts. Hence culture is primary and reading and writing are secondary.

So manual training in some schools is an indispensable addition to literature and other studies. To know and to do is the motto; but the subject does not end in the doing. It is simply a potent factor in the development of the individuality of the pupil.

I termed this report a fragment, because the scope of ideas gathered during my travel is much wider than I can mention here. Knowing with what difficulty one writes on the much worn subject of "school methods," I intend simply to give a few outlines of manual training in the institutions mentioned below. Many ideas collected can not advantageously be mentioned: such as disciplinary and sanitary arrangements; materials, tools; formation of classes, etc., etc.

For the sake of comparison I have appended an abstract of the manual training used in the New Britain State Normal-Training and Model Schools.

The Drexel Institute, Philadelphia, dedicated to Art, Science, and Industry, although not yet completed, cost nearly \$3,000,000. Among schools it is probably unequaled in architecture and elegance of finish, and the magnificence of both the exterior and interior of the building is difficult to describe. Its libraries, reading-rooms, laboratories, and museums, though not so large as those of Pratt Institute, Brooklyn, contain more original and valuable specimens. The library contains nearly 10,000 volumes. The reading-room is abundantly equipped with periodicals and magazines of every conceivable sort. Illustrated magazines on art and technology in different languages were especially noticeable. Through the courtesy and willingness of the president, Dr. James MacAlister, who personally conducted me through the whole institution, I was introduced to many of the teachers, of whom I obtained information as to methods and lines of teaching.

The institute embraces, among other departments, the following departments:

The Normal Department (for training of teachers in manual training, domestic economy, etc.).

The Art Department (including applied arts, decorating, wood carving, etc.).

The Technical Department (for applied mechanics, construction, electricity, etc.).

The Science Department (physics and chemistry).

The Normal Department provides instruction in training teachers in special subjects for private and public schools. Dr. McAlister lectures on the theory of teaching and the history of education.

The instruction is individual in character. I saw some classes in drawing. One was a first year's class. Charcoal sketching from casts and type forms was very effectively developed. Very little was done with lead pencil, the prime tool in public schools; and as far as I could see there was no special stress laid on how to impart the subject to others, that is, no apparent systematized and defined method for class instruction, so indispensable in the public schools.

The students were taught individually by a superior teacher, and the work gave evidence of good results.

The technical and mechanical arts department embraces —

Mathematics,
Science,
Shopwork,
Language,
History, and
Drawing.

The drawing involves free hand, mechanical work, and perspective.

The manual work includes wood-work, turning, and some carving.

The ironwork includes moulding, forging, and machine work.

The course extends through three years. Instruction in those branches is altogether individual. The objects made in the wood-working department were a series of elementary joints, and later on a series of patterns were made. (See illustration of Philadelphia manual training schools.)

Guided by blue prints the students executed models and exercises. The object was, as I understood it, to educate the students for industrial pursuits in any line, for upon my inquiry I learned that no one of the students in the various classes I saw was studying with the special intention to become a teacher. This department is directed by Mr. William Bailie, whose cheerful disposition and accommodating manner made my visit to the Drexel Institute a most successful one.

Dr. MacAlister's work as an educator has far-reaching results. His liberal ideas as to technical and industrial education extend beyond the Drexel Institute. His ideas have been introduced even in the public schools. Here we meet with Philadelphia manual training schools, which may be considered his work.

There are two of these: the Central School, Seventeenth and Wood Streets, and the North East School, Howard Street. Both having similar courses of studies, I will give a short description of the Central School. This school is a high school, "*per se*," inasmuch as it grants its graduates entrance to some universities on diploma, and pursues the same studies as an ordinary high school, adding to its curriculum the manual work.

The course of study covering three years involves: Tool instruction, literature, mathematics, science, and drawing.

Here all studies go hand in hand or run parallel. The students pass from literary studies to manual, and *vice versa*. A marked diligence characterized the school, and as "class ranks," etc., were avoided the students were considered according to the nature of work done; and the earnestness that prevailed so noticeably in the school is largely due to this fact.

In this school, of which Mr. William Sayre is the principal, class instruction in the manual training departments was used so far as possible. I saw a class in wood work. The teacher gathered the class around a desk, performed the work before the pupils, twenty-four in number, who returned to their own working benches and repeated the lesson.

Taken as a whole, the work in this school was exactly the same as that in Drexel Institute.

If there be any criticism as to the nature of the manual work in this school it would be that it treated too much of "elements," as one of the teachers said; and perhaps a too strong emphasis was laid on mere parts of things, while the finished object or problem involving "elements," was rather ignored.

The adjoining illustration representing the series of wood work in the Philadelphia manual training schools may serve to give an idea of the wood work at Drexel Institute.

In Philadelphia public schools no manual training of any consequence is given except to boys twelve and thirteen years of age, who are selected from those graduating from the last grammar grade and who enter these high schools. So far as I know, there is no other school of manual training in Philadelphia, except a Slöjd* school in the James Forten School.

This Slöjd School, directed by a graduate of the Central

* Slöjd, a Swedish word, meaning manual dexterity or general skill. It is nowadays used to denote a particular system of educational wood work.

School who afterward graduated from the Boston Normal School of Slöjd, has twelve working benches for wood-work. Wood-work and drawing constitute its lines of study. I happened to come here on a day when only colored boys were working. This was the first school I found making such marked distinction between the races.

About this school I consider it unnecessary to say much as it is substantially the same as the school in operation at New Britain, to which I shall refer later on.

With the exception of some drawing and paper-folding there is no other form of manual training in Philadelphia. This center of wealth and enterprise provides no form of real manual training for its children under twelve years of age. I was informed, however, that some private schools were working on the subject, but I had no time to find any of them.

The Chicago Board of Schools has its offices in the City Court Building. I called upon the superintendent in charge and obtained permission to visit schools in the city. This formality is necessary on two accounts: first, because one might be denied entrance to some schools in a city like Chicago unless presenting a permit from the authorities; second, because time is saved, for the superintendent will mark on a list the schools where the desired subjects are taught.

I found that only five schools in the city of Chicago, with nearly 2,000,000 inhabitants, provide any instruction in manual training; the so-called English High School and the Chicago Manual Training School being the leading. The Chicago Manual Training School is a high school in every sense of the word, and it surpasses the Philadelphia Manual Training School in every respect.

The sanitary conditions are carefully considered, for the rooms are light, large, and well ventilated; while in Philadelphia the rooms are small, dark, and unsatisfactorily ventilated. Dr. Henry H. Belfield, the director of the Chicago Manual Training School, has a staff of very able teachers, and, judging from the nature of the work I saw, it may be safely said that this school is a superior one. Good discipline prevailed among the students, who were seemingly governed by their great interest in the work on hand. This was true both in the literary and manual departments. I found in no school, whether literary or

manual, such marked self-discipline. Being a high school, *per se*, and embracing all ordinary high-school studies, except Greek, the graduates of this school are admitted to certain universities without examination. The course of study occupies three years, and includes extensive studies in all lines. Drawing and shop work take up, the former nine hundred, and the latter twelve hundred hours.

Pratt Institute, Brooklyn.

This institution, probably one of the largest of its kind in the world, accommodates nearly four thousand students. The curriculum includes every line of science, and facilities are provided by which persons aiming to engage in any pursuit in life may perfect themselves. Accordingly the institute is working in four main divisions, each having its own aim in view. These are :

The Normal.

The Educational.

The Technical.

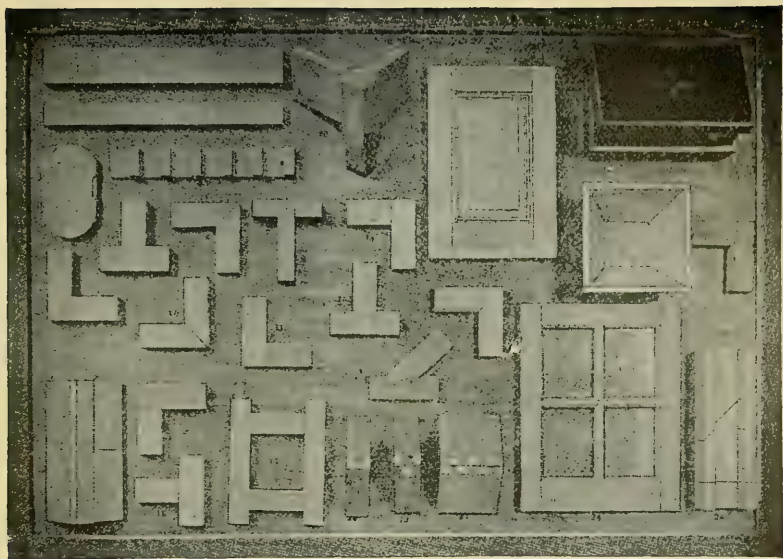
The Special.

The Normal department aims at the preparation of teachers of art, science, and the kindergarten. The Educational department is similar in nature to an ordinary high school. The Technical department aims at developing skill in trades. In the special department, school and college graduates pursue supplementary studies in any subject desired.

I visited as many departments of this institution as time permitted; and as manual training was the subject I especially desired to examine, I passed through nearly all such departments. The classes I saw in wood-work consisted of young men. The adjoining cuts illustrate the course followed.

The instruction given was individual and "practical." I use the word practical as an antithesis to "educational," to indicate that stress is here laid not so much on the development of the pupil as on the furnishing of pieces of work. In other words, it was instruction in carpentry. The course for the regular class extends through one year, thirty-eight hours a week.

Greatly different, however, was the instruction in drawing. I saw several normal classes. The course here is artistic in the



COURSE IN WOOD WORK AND TURNING. PRATT INSTITUTE, BROOKLYN.

real sense of the word, charcoal sketching being the principal part of it. The method was somewhat college-like, inasmuch as lectures were delivered hand-in-hand with the art work. Upon visiting a beginner's class and seeing the elaborate artistic work that was being done, I inquired: "This is a normal class; nearly all of the students intend to become teachers; but how can they use such work in a public school?" The answer obtained was in substance that the institution aimed at developing in the students an artistic taste by means of this elaborate work. It was expected that the students would find ways to methodize and systematize their lines of work in schools. The course embraced and combined: Ornamental laws, Perspective, Decoration, and work from nature. The result of the work was excellent.

Writing more about this immense institution in this limited report would be a vain attempt. The Drexel Institute, the Toledo, the St. Louis, the Chicago, and the Philadelphia Manual Training Schools are the fountains of technical or specialized education in this country. Knowing the fact that education is divided into two main divisions, viz., General and Technical, it seems right to ask these questions: If the subject of manual training and methods of application are found or supposed to be found in right forms at the above-mentioned institutions, why then are they not generally employed in the schools of general education? For in cities like Philadelphia, Chicago, Brooklyn, and New York there is comparatively nothing done in manual training in the lower grades.

Those working on the problem of extending the teaching of manual training to children under twelve years of age, find no criterion or basis in the work done at the above-mentioned institutions; for manual training in its right form is not even a part of technical education. It is rather opposed to the utilitarianism forming the basis of technical or specialized education. The right form of manual training is, on the contrary, only a formative means of general education.

The city coming nearest in the solution of the problem of manual training and its place on the school programme is Boston. I shall not attempt to go into details, it being enough to state that the teachers of Boston, at least a great majority of them, have taken the matter into their hands; and it is now pushed to the front of the school questions of the day. Hundreds of the

teachers have taken and are taking courses in Slöjd. The history of this system of manual training is not very old on this continent ; however, it has, like the teaching of physical culture, spread with great rapidity. The number of schools having Slöjd outnumbers those of any other system, and it is also the only system of manual training in which teachers, as a body, have prepared themselves. I shall not speak of the merits of this system, but limit myself by referring the reader to the adjoining illustrations from the Slöjd department in the New Britain Normal and Model Schools. These cuts represent courses substantially the same as those adopted in Boston, Mass.

I have thus given an extract of what I have gathered during my short trip. Summing up these few facts leads me to the conclusion that manual training for public schools is as yet only in its infancy. Many forms of it, both too radical and pedantic, exist ; and it is left to the future to purify its elements and effect its development.

SLÖJD.

First year's course of manual training at the New Britain State Normal and Model Schools. Reading from the left-hand column we find: Number, Names, Exercises of Models; tools, exercises in drawing; kind of wood and dimensions.

| No. | Model. | Exercises in wood-work. | Tools. | Exercises in drawing. | Kind of wood. Dimensions. |
|-----|---------------------------|--|--|--|--|
| 1 | Abstract model. | Rip and cross-cut sawing. | Pencil. Try square. Split and back saws. | Spacing, dimensioning. Drawing parallels. | Pine. $8 \times 5 \times \frac{1}{4}$ |
| 2 | Label. | Length and cross planing, oblique planing. Use of sandpaper. | Smoothing and block planes. Bench-hook. Sandpaper block. | Oblong, oblique lines. | Holly. $5 \times 1 \times \frac{3}{16}$ |
| 3 | Key tag. | Boring (horizontal). Filing convex form. | Compass. Center-bit. Flat file. Bit brace. | Semicircle. | Holly. $4 \times 1 \frac{1}{2} \times \frac{3}{16}$ |
| 4 | Circular table mat. | Curve sawing, smoothing with spokeshave. | Turning saw. Spokeshave. | Circle. Bisection of diameter. | Pine. $6 \times 6 \times \frac{1}{4}$ |
| 5 | Quarter foil. | Filing right angles. | | Construction of square on base, on diagonal. Quarterfoil. | Pine. $7 \times 7 \times \frac{1}{4}$ |
| 6 | Triangle. | Block planing on free hand. | | Right-angled triangle. Bisecting angle. Find center of triangle. | Holly. $5 \times 5 \times \frac{1}{16}$ |
| 7 | Pencil sharpener. | Modeling with half round file. Gluing. Boring arcs. | Half-round file. | Compound curves (cyma recta). Center line. | Holly. $5 \times 1 \frac{1}{2} \times \frac{3}{16}$ |
| 8 | Elliptical cutting board. | Modeling with spokeshave and flat file. | Large flat file. | Constructing ellipse by means of squares. | Pine. $9 \frac{3}{4} \times 7 \frac{5}{16} \times \frac{1}{4}$ |
| 9 | Pentagonal mat. | Beveling with block plane and file. | | Inscribing Pentagon in circle. | Holly. $5 \times 5 \times \frac{1}{4}$ |
| 10 | Key board. | Fixing screw-hooks and screw eyes. Metal filing. | Metal file. Bradawl. | Tangenting quadrants. Symmetric spacing. | Holly. $8 \times 2 \frac{1}{2} \times \frac{3}{16}$ |
| 11 | Bracket. | Filing symmetrical curves. Nailing. | Hammer and nailset. | Constructing symmetrical curves. Finding center of arcs, radius given. | Pine. $19 \times 5 \times \frac{1}{4}$ |
| 12 | Picture frame. | Compass sawing. Filing interior right angles. | Compass saw. | Freehand. Ellipse on axis by means of circles and arcs. Oblong. | Holly. $9 \times 6 \frac{1}{4} \times \frac{3}{16}$ |

SLÖJD.

Second Year's Course.

| No. | Model. | Exercises in wood-work. | Tools. | Exercises in drawing. | Kind of wood. Dimensions. |
|-----|-------------------|---|---|--|---|
| 1 | Flower stick. | Rip sawing, edge planing, squaring, oblique and point whittling. | Rip saw. Jack plane. Knife. | Finding center of square. Lines to meet around square body. | Pine.
15x $\frac{1}{2}$ x $\frac{1}{4}$ |
| 2 | Penholder. | Perpendicular boring, curve whittling. Fitting peg. Sandpapering without block. | Drill bit. | Freehand, symmetric curves. | Pine.
8x $\frac{1}{2}$ x $\frac{1}{4}$ |
| 3 | Flower-pot stand. | Surface planing. Marking with gauge. End planing. Chiseling. Nailing. Nail sinking. | Cross-cut saw. Block plane. Chisel. Hammer. Nail set. | | Pine.
15x5 $\frac{1}{4}$ x $\frac{5}{16}$ |
| 4 | Flower-pot stool. | Making halved-together joint. Chiseling. | Chisel. | To find center of arc tangential to two given lines, radius given. | Pine.
5x5x1 |
| 5 | Corner bracket. | Curve sawing. Countersinking. Screwing. | Turning saw. Countersink. Screw-driver. | To draw arc with string. | Pine.
10x $\frac{1}{2}$ |
| 6 | Hammer-handle. | Oblique planing. Modeling with spokeshave. Scraping. | Cabinet-Scraper. | Compound free-hand curves. | Cherry.
12x1 $\frac{1}{2}$ x $\frac{1}{4}$ |
| 7 | Box. | Fitting and nailing square joints. | | Spacing. | Pine.
8x5 $\frac{1}{2}$ x3 $\frac{1}{4}$ |
| 8 | Hatchet-handle. | Filing with convex file. | Convex file. | Compound free-hand curves. Ellipse and oval by freehand. | Cherry.
14x1 $\frac{3}{4}$ x $\frac{1}{4}$ |
| 9 | Picture frame. | Halve lapping. Grooving with chisel. | | | Pine.
7 $\frac{1}{2}$ x6x $\frac{1}{4}$ |

SLÖJD.

Third year's course.

| No. | Model. | Exercises in wood-work. | Tools. | Exercises in drawing. | Kind of wood. Dimensions. |
|-----|----------------|---|-------------------------------|---|--|
| 1 | Key board. | Veining and carving. | Veiner and corner firmer. | To construct triangles. To find center of triangle. | Pine.
15x2x $\frac{1}{2}$ |
| 2 | Paper knife. | Oblique planing. Notching, edge filing. | Round file. Carver's punch. | | Cherry.
13x1 $\frac{1}{4}$ x $\frac{1}{4}$ |
| 3 | Ruler. | Beveling with Jack plane and file. | | | Holly.
15x1 $\frac{3}{8}$ x $\frac{3}{16}$ |
| 4 | Picture frame. | Grooving with Rabbet plane. Mitering. | Bevel. Rabbet plane. | Angles of 45°. | Pine.
8x6x $\frac{1}{2}$ |
| 5 | Pen tray. | Grooving with Gouge. Carving. | Gouge. Round cabinet scraper. | Designing. | Cherry.
10x2 $\frac{1}{4}$ x $\frac{3}{4}$ |
| 6 | Towel roller. | Planing round Prism. Fitting axle. Use of clamps. | Clamps. | Construction of octagon, concentric circles, triangles. | Pine.
18 $\frac{1}{4}$ x4 $\frac{1}{4}$ x $\frac{1}{2}$ |
| 7 | Hat rack. | Chamfering. Round edge beveling. Wedging. | | | Pine.
18x2 $\frac{1}{4}$ x $\frac{3}{4}$ |
| 8 | Cake spoon. | Compass sawing. | Compass saw. | | Cherry.
13x2x $\frac{3}{4}$ |
| 9 | Frame. | Half-blind mortise and tenon joints with haunch. Double mortise with mitre. Dowels. | Mortise gouge. | | Pine.
11x9x $\frac{7}{8}$ |
| 10 | Lamp-bracket | Dovetailing and carving. | Mallet. Awl used in marking. | Designing. | Pine.
9 $\frac{1}{2}$ x5 $\frac{1}{2}$ x $\frac{1}{2}$ |

SLÖJD.

Fourth Year's Course.

| No. | Model. | Exercises in wood-work. | Tools. | Exercises in drawing. | Kind of wood. Dimension. |
|-----|------------|--|----------------|-----------------------|--------------------------|
| 1 | Shelf. | Grooving. Plough-planing. Dovetailing. Straight-edge beveling. Chamfering. | Plough plane. | | Pine.
18x9½x9 |
| 2 | Scoop. | Vertical gouging. | Drawing knife. | Spiralic curve. | Cherry.
9½x2¾x1½ |
| 3 | Book rack. | Fitting hinges. Shellacking. | Parting tool. | Design. | Cherry.
16x5½x½ |
| 4 | Knife box. | Beveling with plane. | | | Pine.
12½x9x2¼ |
| 5 | Tray. | Dovetail with mitre. | | Design. | Pine.
16x10½x2¼ |

It will be seen from the synopsis on the foregoing pages that the course of Slöjd at New Britain Normal School is arranged for four years of the child's school time. There are thirty-six models representing eighty definite exercises in wood-work. Each model is a specific advance, involving introduction of new tools, exercises in drawing, etc. As the exercises themselves are the primary value of the work, they are methodically arranged, each representing a physical and mental training. The so-called "Science Series" is used principally for Normal School students, who use these models or apparatus in their science teaching.

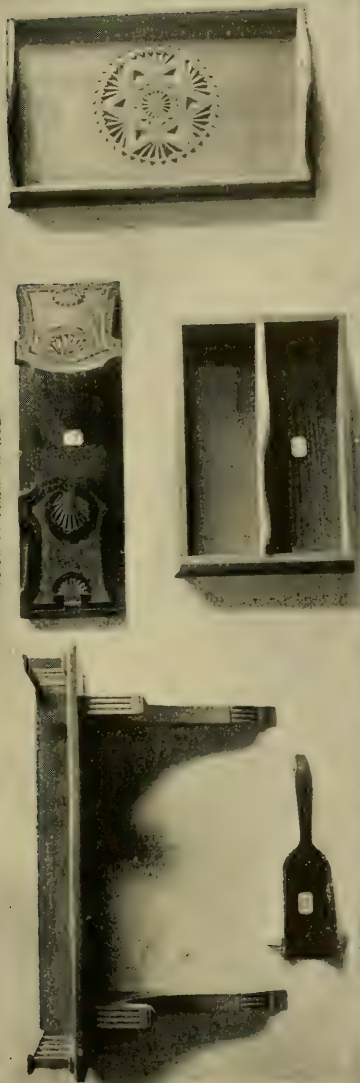
CHAS. A. KUNOU.

NEW BRITAIN, CONN., Dec., 1893.

• THIRD YEAR'S COURSE FOR PUPILS •
 : : TO 18 YEARS OF AGE. :



FOURTH YEAR'S COURSE FOR PUPILS.
12 TO 13 YEARS OF AGE.





NORMAL COURSE OF SCIENCE APPARATUS, STATE NORMAL SCHOOL, NEW BRITAIN, CONN.

GYMNASTICS FOR COMMON SCHOOLS.

NOTE.—This syllabus was originally prepared for the use of teachers in the common schools in the State of Connecticut. The author is well aware that to make a publication upon gymnastics clear, a large number of illustrations are required, but as the teachers who use this pamphlet will have had an opportunity of listening to the course of lectures that are to be given in connection with the lessons, they will more readily comprehend the context.

The object of these lessons is to produce good results. To accomplish this the author has not confined himself to any system, but has used exercises which in his mind are the most adapted to the needs of the scholars. Many of our teachers in the public schools are expected to give instruction in gymnastics, but until the present time little has been done by the State to furnish them with the material which they are to give to the scholars.

In preparing these lessons, the following platform will be the guide for the instruction, and the lessons which are to follow, so far as possible, will be modeled after the plan mentioned.

The author has examined various Swedish and German books in the preparation of this little manual. W. G. A.

OUTLINE LESSONS IN GYMNASTICS FOR PUBLIC SCHOOLS,

By WM. G. ANDERSON, M.D.,

Associate Director Yale Gymnasium, New Haven, Conn.

PLATFORM UPON WHICH THE PLAN OF LESSONS GIVEN TO THE
TEACHERS OF THE STATE OF CONNECTICUT IS BASED.

These points shall be taken into consideration:

- 1 Why do we teach?
- 2 What shall we teach?
- 3 How shall we teach?

Why do we teach gymnastics?

Because the needs of the people demand it.

What are the needs ?

- 1 Better health.
- 2 Greater strength, proportionately distributed.
- 3 Better physiques.
- 4 Grace of movement.
- 5 Self control.
- 6 Nerve and brain training.
- 7 Memory exercises.
- 8 Mental rest.
- 9 Recreation.

What shall we teach ?

- 1 Exercises that meet the above requirements.
- 2 Exercises that promote dexterity and accuracy of motion.
- 3 " that make the body a better servant of the will.
- 4 " that induce morality and require obedience.
- 5 " that demand acute observation.
- 6 " based upon physiological laws.
- 7 " founded upon simple principles.
- 8 Exercises that are safe and progressive.
- 9 " that are interesting to pupils.
- 10 " that may be given in the class room.
- 11 " that are amenable to the laws of pedagogy.
- 12 The care of the thorax,— " How to breathe."
- 13 What common physical defects are.
- 14 How to overcome these physical defects.
- 15 How to stand.
- 16 How to walk.
- 17 How to sit.
- 18 How to run.
- 19 How to develop the parts of the body mentioned below.
 - 1 Head and neck.
 - 2 Shoulders.
 - 3 Arms, wrists, and hands.
 - 4 Thorax, and its contents.
 - 5 Back and spine.
 - 6 Waist and abdomen.
 - 7 Legs and ankles.

Each part shall be treated and classified as follows:

- 1 Definition and divisions.
- 2 Normal position or condition.
- 3 Defects.
- 4 Cause of these defects.
- 5 Results of these defects.
- 6 Treatment.
- 7 Results of treatment on the parts themselves.
- 8 On circulation, respiration, digestion, and nerves.
- 9 Secondary effects of treatment.
- 10 Æsthetic gymnastics.

All exercises are primary or secondary.

The motions are slow, rapid, medium or fast.

All exercises are classified under an alphabet of 20 motions:

- | | |
|------------------------------|-------------------------|
| 1 Stepping. | 11 Thrusting. |
| 2 Charging. | 12 Rolling. |
| 3 Lunging. | 13 Opening and closing. |
| 4 Hopping. | 14 Slapping. |
| 5 Running. | 15 Stamping. |
| 6 Swaying. | 16 Circling. |
| 7 Swinging. | 17 Percussing. |
| 8 Turning or twisting. | 18 Shrugging. |
| 9 Raising or lowering. | 19 Placing. |
| 10 Bending or straightening. | 20 Breathing. |

So far as practicable the laws of Ling will govern the arrangement of exercises. They are:

- | | |
|-------------------------------------|---|
| 1 Introductory, or order movements. | |
| 2 Leg | " |
| 3 Head and neck | " |
| 4 Arm | " |
| 5 Balance | " |
| 6 Back or shoulder | " |
| 7 Abdominal | " |
| 8 Side waist | " |
| 9 Jumping or running | " |
| 10 Slow leg | " |
| 11 Breathing | " |

TERMS.

The attention of the teacher will be called at various times to certain names. It is necessary that she should understand the meaning of the phrases to be used. It is the desire of the instructor that one term shall not have a number of different meanings, but shall refer to only one kind of an exercise.

Medical Gymnastics. An arrangement of exercises for remedying or curing organic diseases, functional disorders, or any bodily complaint that may be helped by specific, passive, or active means.

Educational Gymnastics. A plan of exercises designed for persons who enjoy moderate health, but whose bodily needs require more general training than that given in the specific work of Medical Gymnastics. School gymnastics are educational.

Free Gymnastics. Exercises that are given without the use of any appliances.

Light Gymnastics. Exercises in which light apparatus, such as bells, clubs, wands, etc., are used.

Heavy Gymnastics. Exercises on the bars, bucks, rings, etc.

Military Gymnastics. Are those which more especially refer to marching and tactics.

Esthetic Gymnastics. Are exercises that pertain to the beautiful. Delsarte work would be of this character.

Corrective Gymnastics. Are those which are given for curing common physical defects.

Developing Work. That which is given to build up any special part of the body.

Free, Light, Heavy, Corrective, and Developing work are forms of Educational gymnastics.

Primary Exercises. Are those in which the member of the body directly affected is used.

Secondary Exercises. Are those which bring into action other parts of the body than the one to be especially developed.

A Simple Exercise. Is one calling into action one part of the body.

A Double Exercise. Is one where two parts of the body are used in the same direction.

A Complex Exercise. Is made with the same members of the body in different directions.

A Compound Exercise. Is made with one or more members of the body in the same or different directions.

Common Base. Heels touching, toes turned out at an angle of 60°.

Narrow Base. Heels and toes touching.

Wide Base. Feet separated from four to eighteen inches

Hips Firm. Hands on the hips.

Neck Firm. Hands touching back of neck.

COMMANDS.

There are two kinds:

The *preparatory command*, such as *Forward*, which indicates the movement that is to be executed.

The command of *execution*, such as MARCH! or HALT! the part of the command which causes the execution.

The preparatory commands are distinguished by *italics* those of execution by SMALL CAPITALS.

The tone of command should be animated and distinct.

Every exercise should begin with the word *Ready*, or *Begin*. All exercises to cease with the word, *Halt*.

MILITARY WORK.

THE POSITION OF ATTENTION.

Heels on the same line and as near each other as the conformation of the body permits.

Feet turned out at an angle formed by the foot marks (60°).

Knees straight.

The body erect on the hips, inclining a little forward.

Shoulders square and falling equally.

Elbows near the body.

Arms hanging naturally at the side.

The head erect. Chin slightly drawn in without constraint. Eyes to the front.

TO REST OR DISMISS THE SCHOLARS.

For this purpose the teacher commands, (1) *In place*, (2) **REST!** At the command, Rest, the pupil places the weight upon the right, and advances slightly with the left foot. It is well that a change be made frequently, so that the scholar will not acquire the habit of always resting the weight upon one foot.

To dismiss scholars, the teacher commands, (1) *Break Ranks*, (2) **MARCH!** To close the exercise, the teacher commands, *Take Seats!* To prepare the class for action, the teacher will command, (1) *Scholars*.

ATTENTION! (emphasize the last syllable).

At the second command, the scholars take the position of Attention.

FACINGS.

To right, or left, Command (1) *Right* (or left), (2) *Face!* At the command *face*, raise the right foot slightly, face to the right, turning on the left heel, the left toe slightly raised; place the right heel by the side of the left and on the same line. The facings to the left are executed upon the same heel as the facings to the right.

To the Rear.—Command, (1) *Scholars*, (2) **ABOUT**, (3) **FACE!** At the command *face*, raise the right foot slightly,

as in right or left face ; turn the body half way around, and place the foot on the floor. The teacher should notice that the scholar turns the entire body at once. This is frequently termed the "German method" of about facing.

TO MARK TIME.

The teacher commands, (1) *Mark, time*, (2) **MARK!** At the second command, the scholar makes a semblance of marching, first swinging one foot and then the other foot forward half its own length in the direction it is pointed, but he does not gain ground. The modified forms of marking time are these : First, the pupil is to stamp the left foot lightly on the floor on every count. Next, he is to tap the floor with the ball of the left foot on every count. Third, he is to swing only the left foot forward one-half its own length in the direction which it points.

TO MARCH IN A DIRECT LINE.

Command, (1) *Forward*, (2) **MARCH!** At the command *march*, advance the left foot, plant it, and in a like manner advance the right. Keep this movement up, the teacher indicating the time by counting, one, two, three, four ; or, left, right, etc. To arrest the march, the teacher commands, **HALT!**

A simple method of keeping the scholars in step is to permit them to stamp the left foot lightly on the floor on the first of every four counts.

CADENCE.

For the purpose of this manual the following will be cadence, or time :

Common time, 64 to 70 steps in one minute.

Quick time, about 110 steps in one minute.

Double time, about 190 steps in one minute.

SHORT STEP.

Being in the march the teacher commands, (2) *Short step*, (2) **MARCH!** At the second command the length of the step is reduced one-half its length, the class resuming full step at the command, (1) *Forward*, (2) **MARCH!**

TO CHANGE STEP.

Being in march the teacher commands, (1) *Change step*, (2) **CHANGE!** At the command *Change*, given the instant the right foot comes to the ground, the left foot is advanced and planted; the hollow of the right foot is then advanced against the heel of the left, the pupil again stepping off with the left foot.

The change on the right foot is similarly executed, the command *march* being given when the left foot strikes the ground.

SIDE STEP.

Being at a halt, the teacher commands, (1) *Side step to the right, or left*, (2) **MARCH!** At the command *march*, carry the right foot six inches to the right, keeping the knees straight and the shoulders square to the front; as soon as the right foot is planted bring the left foot to the side of it and continue the movement, observing the cadence until the commands, (1) *Scholars*, (2) **HALT!**

In class work the side step is always executed in common time, unless quick time is specified.

BACK STEP.

Being at a halt, the teacher commands, (1) *Backward*, (2) **MARCH!** At the command *march*, step off smartly with the left foot straight to the rear, and so on with the feet in succession till the commands, (1) *Scholars*, (2) **HALT!**

At the command *halt*, bring back the foot in front to the side of the one in rear.

TO MARCH TO THE REAR.

Being in march, the teacher commands, (1) *To the rear*, (2) **MARCH!** At the command *march*, given as the right foot strikes the ground, advance and plant the left foot; then turn on the balls of both feet, face to the right about, and immediately step off with the left foot.

DOUBLE TIME.

The teacher commands, (1) *Forward, double time*, (2) **MARCH!** At the first command raise the hands till the fore-arms are horizontal, fingers closed, nails toward body,

elbows to the rear. At next command, quicken the step until all are in a slow run (190 steps a minute), when the teacher will indicate the cadence by counting one, two, given alternately, as the left and right foot touch the ground.

To come to slow time the teacher commands, (1) *Slow time*, (2) MARCH! when the pupils resume the ordinary step.

NOTE. — The above exercises in marching are taken from Upton, old regulations, but are modified to suit the requirements of the scholar.

COMMON PHYSICAL DEFECTS

Which may be helped by free gymnastics :

Head.

- Drops forward.
- Carried a little to one side.
- Chin raised too high.

Shoulders.

- Round, stooping, sloping, and uneven.

Thorax.

- One side better developed or larger than the other.
- The diameters too short.

Upper Back.

- Right shoulder blade too prominent in right-handed people.

Spine.

- Side or lateral curves.
- Bends too far forward from between the shoulders.

Waist.

- Too narrow.
- Abdominal muscles weak.

Hips.

- Thrown too far forward.

Arms.

- Fore-arm better developed than the upper arm.

Leg.

- Better developed than thigh.

Thigh.

- Inside and back poorly developed.

PLANES OF THE BODY.

The arms may be held shoulder high to the side, front, or obliquely front; hip high to side; head high to side. To distinguish the position of straight arms, these planes of the body are used : Head, shoulders, chest, and hips.

DIRECTIONS.

All exercises are given in one or more of the following directions : Down, out, up, or front. Or, they may be given to the front and back, right and left, and in the oblique directions front and back, both to right and left.

OUTLINES OF LESSONS ON PARTS OF THE HUMAN BODY,

AS TAUGHT BY W. G. ANDERSON, M.D.

LESSON No. I.

Subject : "GENERAL FUNDAMENTAL WORK."

- 1 Fall in. Align. Standing positions.
 - a* Soldier.
 - b* Attention.
 - c* Rest.
- 2 Basic attitudes, or wide and narrow bases.
- 3 Position of arms.
 - a* Down, out, up, front, oblique.
 - b* Planes of the body.
 - c* Arms folded front and back.
 - d* Hands clasped and back of neck. "Neck firm.
 - e* Hands on hips, chest, and shoulders.
 - f* Letter "Y." "Hips firm."
- 4 Directions.
- 5 Rhythm and time.
- 6 Educational gymnastics.
 - a* To develop the body.
 - b* Corrective work.
- 7 The alphabet.

LESSON No. 2.—THE HEAD.

- 1 Subject : Head and neck.
- 2 Definition.
- 3 Normal position, Abnormal position.
Defects.
 - a* Drooping.
 - b* Carried on one side.
 - c* Chin elevated.
 - d* Wry neck.

Results.

Treatment.

Drooping head. Cause. Bending, turning, forcing, rolling.

Head carried on one side. Cause. Bending, turning.

Elevated chin. Cause. Bending, forcing. Normal position.

Head thrust forward. Cause. Forcing. Normal position.

Wry neck. Surgical treatment.

Results of treatment on

- 1 Position of the head.
- 2 Muscles of the neck.
- 3 Fat or thin necks.
- 4 Nerves.
- 5 Circulation and dizziness.
- 6 Headache.
- 7 Secondary effects on thorax and shoulders.

Aesthetic. Nine realms, and meanings.

The alphabet. Bending, turning, rolling, and forcing.

LESSON No. 3. SHOULDERS.

- 1 Definition and anatomy.
- 2 Capable of all motions.
- 3 Defects.
 - a Round.
 - b Uneven.
 - c Stooped.
 - d Sloping.
- 4 Results of these defects on the thorax and health.
- 5 Theory of treatment.
- 6 Treatment by primary and secondary exercises.
- 7 *Round shoulders.* Cause. Treatment.

Primary.

 - a Force.
 - b Elevate.
 - c Depress.
 - d Roll.

Secondary.

 - a Setting up exercises.
 - b Circling motion back.
 - c Attitudes, good and bad.
 - d Arms folded. Sitting position.
- 8 *Stooped shoulders* is a defect in the spine; and will be treated under the heading "Spine."
- 9 *Uneven shoulders.* Cause. Treatment.

To elevate, shrug, or elevate the lower shoulder as a primary.

Secondary.

Arm swinging ; arm thrusting up ; head bending to high side.

- 10 To lower a shoulder, thrust arm down ; force shoulder down ; combine arm up and down.

- 11 *Bottle neck*, or sloping. Cause.

General rules for treatment.

a Widen and deepen chest.

b Build up neck muscles.

c Elevate shoulders.

- 12 Secondary effects of shoulder work on the thorax.

- 13 Results of respiration.

- 14 Aesthetic work.

Elocution.

Shoulder the thermometer.

Combination of shoulder and head motions.

Books to refer to in making up a lesson.

LESSON No. 4. ARMS.

- 1 Definition and Division.

Upper arm, front and back.

Fore-arm, front and back.

Wrist, hand, fingers.

- 2 Defects : Fore-arm better developed than the upper in proportion.

- 3 Cause.

- 4 Treatment.

a Front upper: flex fore-arm ; rotate fore-arm.

b Back upper: thrust arm.

c Front fore-arm: flex hand and fingers ; twist forearm.

d Back fore-arm: extend hand ; extend fingers.

e Wrist: by all-hand motions ; rotation and four-bending motions.

f Hand: flex and extend fingers ; Delsarte hand shaking ; separate fingers ; fold fingers.

- 5 Use in cramp, paralysis, etc.

- 6 Effect of treatment on

a Circulation.

b Cold hands.

c Respiration.

d Headache.

e Nerves.

LESSON No. 5. THORAX AND ITS CONTENTS.

- 1 Thorax — Definition, Anatomy, Contents.

- 2 What constitutes a normal thorax.

- 3 Defective thorax: Uneven, short diameters.
- 4 *Cause:* Dress, position, pressure, lack of exercise.
- 5 Results of defects on
Lungs, Heart, Waist.
- 6 Treatment:
 - a Thorax by external and internal development.
 - b Of heart.
 - c Of lungs.

The external treatment is to widen and deepen.

To widen: Primary:

"Sternum expression."

Force back abdomen.

Secondary:

Shrug shoulders.

Swing arm sideways.

Bend body to right and left.

Bend body to right and left, neck firm.

Bend body, arms (1 or 2) up.

Letter "Y."

To deepen: Primary:

Sternum expression.

Secondary:

Bend back head.

Bend body back and to oblique.

Swing arms front and up.

Letter "Y" and back bend.

Hips firm and forward bend.

LESSON No. 6. THORAX — BREATHING.

- 1 The Lungs.
- 2 Definition.
- 3 Importance of exercise.
- 4 Exercise for lungs:
 - Why do we breathe?
 - How do we breathe?
- 5 Defects:
 - Lungs partly filled.
 Kinds:
 - Diaphragmatic.
 - Intercostal.
 - Abdominal.
 - Chest.

What muscles used in breathing.

Cite a case of asthma.

Two parts of breathing: Inhaling and exhaling.

Normal breathing. See a child.

Abnormal breathing. When it begins. Corset. Dress.

Breathing of men and women.

Indian women. Kirke. Mays.

Consumption.

Treatment: inhaling is primary.

Secondary:

- a* Combine with head bending.
- b* Arm motions to side and front.
- c* Inhale and arm forcing. Percussing.
- d* Shrug and force shoulders.
- e* Trunk bending.
- f* Exercises for one side.

Which deepen or widen?

Leg *vs.* Arm work.

Describe the action of the lungs when one is asleep, sitting, standing, running.

Breathing in Ling laws. Why begin slow. Simple breathing for children. Whistle, sing, hiss. Breathlessness *vs.* fatigue. Fat men one. Effects of breathing on circulation. Reflex action in speaking, fear, anger. School ventilation.

LESSON No. 7. THORAX—HEART.

Advance, heart. *Anatomy.* Weight nine to ten ounces. *Size.* Forces used in circulation. Muscles of the heart. Elastic walls of artery (atomizer). Pressure of muscles. *Frequency of the beat.* 125-140. 80-85. 72. *Affected by* temperament, sex, food, exercise. Morning fast, night slow. Posture. Pulse and respiration. One to three or four beats. Work of heart in foot tons. 124 foot tons in 24 hours (Houghton). *Arteries.* Coats. *Aneurism.* Veins. Muscular coat. Exercises that *quicken and quiet* the action of the heart. Arm, trunk, and leg work, and its effect on the heart.

LESSON No 8. BACK AND SPINE.

Definition. *Divisions:* Upper, middle, lower. Normal spine, curves, why, discs. Defects, lateral, and posterior curve and rotation.

Lateral, cause.

Posture, sitting, standing.

Over development.

Tilted pelvis.

Results of defects. 1 health, 2 internal organs.

Treatment: 1 Bring to normal position.

2 Bending, 1 arm up.

Effects of treatment: Rotation, definition, cause, treatment.

Prophylaxis. Posterior curve. Definition. Cause, treatment.

LESSON No. 9. LEGS.

Definition: Thigh, leg, knee, ankle, foot.

Thigh: Divisions: Front back, out and inside.

Defects: Inner and back thigh not well developed.

Cause: Lack of training.

Results:

Treatment:

1 *Front*: lower body; jump; run.2 *Biceps*: flex leg; raise heels in a run.3 *Inside*: Cross legs.4 *Outside*: Take 1, 2, 3.*Legs*: Parts, front and back. Better developed than thigh.

Defects: Small back.

Cause:

Lack of exercise.

Results: General weakness.

Treatment:

Back: Raise on toes. Running and jumping.*Front*: Raise the toes. Fast walking.

Knees: Definition. Defects. Treatment.

Ankle: Definition. Defects. Cause. Treatment. Woman's ankle.

The foot and toes.

The Hips: Jumpers, wrestlers, horseback riders.

Compare the results of arm and leg work on circulation and respiration. Leg work better effect on brain congestion.

Alphabet, step, charge, hop, run, swing, sway, extend, flex, rotate.

THREE EXERCISES FOR ROUND SHOULDERS.

Exercise No. 1.

1 Swing hands sideways, up and over head, touching fingers.

2 Neck firm.

- 3 Hands up as in No. 1.
- 4 Hands down, position of attention.

Exercise No. 2.

- 1 Raise arm shoulder high to side, palms of hands up ; execute a grinding motion. These exercises should be taken through eight counts.

Exercise No. 3.

- 1 Swing hands shoulder high to front, and draw forcibly back to shoulders.
- 2 Extend hands shoulder high to sides.
- 3 Bring hands back to shoulders.
- 4 Hands down, position of attention.

A METHOD OF TEACHING WALKING.

Seven primary exercises :

- 1 Swaying motions to right and left, forward and back, with common base.
- 2 Swaying motions to right and left, obliquely forward and back, with wide base.
- 3 Knee bending.
- 4 Thigh flexing.
- 5 Leg swinging and foot extension.
- 6 Thigh swinging.
- 7 Balance motions, and four count exercises.

A SERIES OF EXERCISES DESIGNED FOR GROWING BOYS
AND GIRLS WHO HAVE NO ORGANIC DEFECT.

- 1 Hips firm, neck firm, arms up and down.
- 2 Leg work, knee bending, leg flexion.
- 3 Shoulder blade and arm work ; three setting up exercises for round shoulders.
- 4 Chest work, for widening and deepening the thorax. Arm swinging sideways and upwards ; arm bending and extension outward and upward ; arm raising forward, upward, and lowering backward and downward.
- 5 Balancing exercises. Thigh swinging forward and back.
- 6 Waist work. Neck firm, body bending forward, sideways, and backwards. Neck firm, body bending forward and in oblique directions ; arms up, body bending to right and left.
- 7 Heart and lung work. Running in place. Quieting exercises ; slow leg work and breathing exercises.

FREE WORK.

MOVEMENTS FOR ACUTE BRAIN CONGESTION AND HEADACHE.

Continuous arm swinging out, up, front, out and down.

Foot work. Floor tapping, leg and thigh work, prancing motion, with letter Y position.

Finger and arm work.

Neck firm, charge and sway.

Common base: Cross standing, shoulder turning to right and left. Arms up, shoulder turning to right and left.

Leg work. One-half knee bending, hips firm.

Hips firm, and elbows backward forcing.

Head bending forward and back.

Arm swinging, front, side and down, continuous.

MOVEMENTS FOR FLAT AND NARROW CHESTS, AND THREATENED LUNG TROUBLE.

Order motions. Hips firm, neck firm, letter Y position

Leg work. Cross standing, and knee bending.

Arm work. Arm thrusting out and up; body inclined forward.

Head work. Neck firm, and backward bend.

Chest work. Arm swinging sideways and upward.

Arm work. Arm bending, elbow raising, arm outward flinging, arm down, cross standing, wide base, and jerk turning.

Precipitant work. Light hopping exercises; stepping exercises; arm flexions and extension upward; arm swinging forward and up, backward and down.

EXERCISES FOR DYSPEPSIA, INDIGESTION, STOMACH TROUBLE, HEART BURN.

Thigh flexing.

Thigh swinging.

Arm thrusting out, up and front, body half bent.

Body turning to right and left.

Thigh flexing.

Neck firm and body bending obliquely forward to right and left.

Arm thrusting to right and left, combined with shoulder turning.

Charge right foot, arms out, and trunk twisting to right and left.

Body bending to right and left. One arm up.
 Raising on toes.
 Shoulder shrugging.

FUNDAMENTAL AND PRIMARY POSITIONS.

- 1 Position of attention, place rest.
- 2 Feet close, feet open.
- 3 Foot placing in different directions.
- 4 Toe standing, or on toes.
- 5 Stride standing, feet placed twice their length apart.
- 6 Cross standing, or arms out.
- 7 Knee bending, or knees half bent.
- 8 Forward, sideways, and backward, trunk bending.
- 9 The position of a person standing on tip toes, with wide base, and hands on hips, would be described in this way: "Neck firm, stride toe standing."
- 10 The straight arm fundamental positions are: Arms down, out, up, front, hip high out, obliquely front and front; also, head high out, and obliquely front and front.
- 11 Fundamental bent arm positions are: *Hips firm, hands on chest, hands on shoulders, neck firm, hands on head.*

A LESSON.

Military work :

- 1 Position of attention.
- 2 Place rest.
- 3 Marking time.
 - a* Foot stamping.
 - b* Foot tapping.
 - c* Leg swinging.
 - d* Regular method, per page 332.
- 4 Right and left face.

Gymnastics.

Order movements : Attention, arms down, out, up, front, hips and neck firm, place rest.

Leg movements : Feet open and close.

Head work : Head to right and left, and backward bending.

Arm work : Flexing and extending.

Balancing : Toe standing.

Shoulder blade work : Swing arms front, then out, then down (continuous).

Back work : Hips firm, and forward bending.

Abdominal work : Hips firm, backward bending of trunk.

Waist work : Hips firm, sideways bending.

Jumping : Light hopping exercises on one foot.

Slow leg work : Knee bending.

Breathing : Shoulders shrugging.

NOTE.— The teacher is advised to use in connection with this syllabus the book entitled *Anderson's Light Gymnastics*, which contains over two hundred illustrations taken from photographs. The price of this work is \$1.50, and can be purchased from the publishers, Effingham, Maynard & Co., 771 Broadway, New York.

A series of ten lessons to be used in the public schools can be obtained from Dr. Anderson. The price of these lessons is fifteen cents.

The lectures upon physical defects, and the pedagogy of gymnastics are given each year at the Chautauqua School of Physical Education, Limited, Chautauqua, N. Y., and at the Anderson Normal School of Gymnastics, New Haven, Conn.

For information regarding either of these schools, address the President, W. G. Anderson, M.D., State Director Public School Gymnastics, New Haven, Conn.

PUBLIC SCHOOLS AND PUBLIC LIBRARIES.

In an average graded school the time spent in teaching children to read is not less than eight hours per week for the first three years, and five hours per week for the remaining six years of the grammar school course. In other words, about one-third of the first three years and about one-fifth of the other six years are devoted to reading lessons of some sort. The first three years should suffice to overcome most of the mechanical difficulties in reading. It follows that after these years the pupil, who goes on through the grammar school, spends in reading recitations the equivalent of one entire day a week for five or six years. During the latter period, at least four-fifths of the reading lessons should have for their aim the knowledge or culture of the young reader. Assuming that two-thirds of this time might be spent with profit in reading the best literature, boards of education, school committees, and teachers may well ask themselves what are the possibilities of the reading hour in the public schools of Connecticut.

Many books, such as Robinson Crusoe, Hawthorne's Wonder Book, Andersen's Fairy Tales, and Dickens's Christmas Carol, may be read in place of the ordinary Third, Fourth, and Fifth Readers. They will furnish equally good practice in reading, with no greater expense for books, and the charm of a continuous narrative will add a zest to the reading lessons not to be obtained by the use of the ordinary Readers. Literature, however, should not be deprived of its charm by too frequent interruption for the sake of drill in pronunciation, inflection, and definition. This work should, so far as possible, be kept separate from the reading exercises in literature.

The books named above, and others like them, can be used for silent reading as a reward for completed tasks, or as a regular school exercise. In both cases the teacher should require a sufficient oral or written reproduction of the matter read, to ren-

der it certain that the work has been carefully done. Whole works like Franklin's Autobiography and Scott's *Ivanhoe* need not be read orally; certain parts should be assigned for silent reading.

Many books may be read with interest and profit in connection with other studies, as, for example, in History, *Miles Stan-dish*, or *The Grandmother's Story*, *The Spy*, or *Uncle Tom's Cabin*. In Nature study, Burroughs's *Birds and Bees*, Tennyson's *Brook*, Bryant's *Fringed Gentian*, and many others, would add interest to the nature lessons.

Works of a more advanced grade, such as *Evangeline*, *The Vision of Sir Launfal*, *The Talisman*, or *Silas Marner*, demand a more critical reading. Considerable attention should be paid to the historic setting, the plot, the literary style, the characters of the story, and other points involved in a careful study of the selection. Frank criticism and full discussion of the characters should be encouraged in older classes. Choice passages should be selected by pupils, and occasionally memorized.

Some of the shorter poems of the best known authors should be carefully studied and committed to memory by both younger and older pupils. This memorizing should be done in connection with reading and Language lessons, for which they will furnish excellent material. Some of the best poems for this purpose are Longfellow's *Children's Hour*, Whittier's *Barefoot Boy*, Holmes's *Chambered Nautilus*, Lowell's *First Snowfall*, and Bryant's *Snow Shower*. Teachers will be able to extend and vary this list according to their own tastes and inclinations.

The most important point of all is that children should somehow breathe in the spirit of the works read. All the books named in this list are pure and wholesome, and by reading them children should be lifted up to higher ideals and nobler aspirations in life. Not mere fact-getting, but character-growth will be the result.

It is important that every school should have a small library of its own or be connected with a town library. A school visitor wrote two or three years ago a most interesting paper on the school libraries of her own town, and the difference in the general information of the children in districts with and without them. She spoke of *Little Lord Fauntleroy* and the *Century War Book* as the greatest favorites, and the accurate knowledge of recent United States History which the children had acquired

through outside reading, in contrast with the stories of Pocahontas and other pre-Revolutionary characters which often form the whole stock of historical knowledge among the pupils of a country school.

In order that a school library may do its best work, the books must be familiar friends to the teacher. *It is not enough for her to know their titles, but she must be as intimate with them as with the children who read them.* She must, too, have judgment enough to suggest additions when the district has money to spare, and not be led away by glib-tongued agents into buying books that are either worthless or far beyond her pupils' intelligence.

The following list of about one hundred books is suggested for the home reading of children from eight to fifteen years old in a country school. The starred titles are for the younger children.

BIOGRAPHY

| | | | | | | |
|------------|---|--------------------------|---|---|---|--------|
| BOLTON. | Poor Boys who became famous. | Crowell, | . | . | . | \$1.50 |
| | Lives of Girls who became famous. | " | . | . | . | 1.50 |
| | Famous Voyagers and Explorers. | " | . | . | . | 1.50 |
| HARRIS. | American Authors for Young Folks. | Lothrop, | . | . | . | 1.00 |
| | Pleasant Authors for Young Folks. | " | . | . | . | 1.00 |
| RIDEING. | Boyhood of Living Authors. | Crowell, | . | . | . | 1.00 |
| HALE. | Boys' Heroes. | Lothrop, | . | . | . | 1.00 |
| | Stories of Invention. | Roberts Bros., | . | . | . | 1.00 |
| TOWLE. | Heroes and Martyrs of Invention. | Lee & Shepard, | . | . | . | 1.00 |
| WRIGHT. | Children's Stories of the Great Scientists. | Scribner, | . | . | . | 1.25 |
| SCUDDER. | George Washington. | Houghton, Mifflin & Co., | . | . | . | .75 |
| BROOKS. | Abraham Lincoln. | Putnam, | . | . | . | 1.50 |
| EGGLESTON. | Pocahontas. | Dodd & Mead, | . | . | . | 1.00 |
| | Red Eagle. | " " | . | . | . | 1.00 |
| | Montezuma. | " " | . | . | . | 1.00 |

HISTORY

| | | | | | | |
|----------------------|--|-----------------|---|---|---|------|
| EGGLESTON. | Strange Stories from History. | Harper & Bros., | . | . | . | 1.00 |
| *ANDREWS. | Ten Boys who lived on the road from long ago to now. | | | | | |
| | Ginn & Co, | . | . | . | . | 1.00 |
| GARDINER and others. | Stories from English History, 7 v., | . | . | . | . | 2.85 |
| *WRIGHT. | Children's Stories in American History. | Scribner, | . | . | . | 1.25 |
| | Children's Stories of American Progress. | " | . | . | . | 1.25 |
| COFFIN. | Old times in the Colonies. | Harper & Bros., | " | . | . | 3.00 |
| | Boys of '76. | " " | . | . | . | 3.00 |
| | Building the Nation. | " " | . | . | . | 3.00 |
| *MOORE. | Pilgrims and Puritans. | Ginn, | . | . | . | .60 |

| | | | | |
|-------------|---------------------------------------|--------------------------|-----------|--------|
| *WATSON. | Boston Tea Party. | Lee & Shepard, | | \$0.30 |
| FISKE. | War of Independence. | Houghton, Mifflin & Co., | | .75 |
| *BLAISDELL. | Stories of the Civil War. | Lee & Shepard, | | .30 |
| FISKE. | History of United States for Schools. | Houghton, Mifflin & Co. | | 1.00 |
| *JOHONNOT. | Stories of Heroic Deeds. | American Book Co., | | .30 |
| | Stories of Our Country. | " " | | .30 |

UNITED STATES HISTORICAL FICTION

| | | | | |
|---------------|--|--------------------------|-----------|------|
| HENTY. | Under Drake's Flag. (Exploration). | Scribner. | | 1.50 |
| MUNROE. | Flamingo Feather. (Huguenots in Florida in 1564). | Harper, | | 1.00 |
| AUSTIN. | Standish of Standish. (Pilgrims.) | Houghton & Mifflin, | | 1.25 |
| COOPER. | Last of Mohicans. (Last French War.) | Appleton, | | 1.00 |
| HENTY. | With Wolfe in Canada. (Last French War.) | Scribner, | | 1.50 |
| SEAWELL. | Paul Jones. (Revolution.) | Appleton, | | 1.00 |
| HARTE. | Thankful Blossom. (Revolution.) | Houghton, Mifflin & Co., | | 1.00 |
| HENTY. | True to the Old Flag. (English side in Revolution.) | Scribner, | | 1.00 |
| HALE. | Philip Nolan's Friends. (Purchase of Louisiana.) | Scribner, | | 1.50 |
| | Man without a Country. (Burr's treason.) | School edition, | | .25 |
| BYNNER. | Zachary Phips. (Burr's expedition, War of 1812, and Seminole War.) | Houghton & Mifflin, | | 1.25 |
| SEAWELL. | Decatur and Somers. (Navy, 1800-1810.) | Appleton, | | 1.00 |
| | Little Jarvis. | " " | | 1.00 |
| EGGLESTON, G. | Signal Boys. (War of 1812.) | Putnam, | | 1.25 |
| | Captain Sam. | " " | | 1.25 |
| | Big Brother. | " " | | 1.25 |
| BUTTERWORTH. | In the Boyhood of Lincoln. (Life in Kentucky and Indiana in early part of this century.) | Appleton, | | 1.50 |
| PAGE. | In Ole Virginia. (Virginia in slavery days.) | Scribner, | | 1.25 |
| STOWE. | Uncle Tom's Cabin. (Slavery.) | Houghton, Mifflin & Co., | | 1.25 |
| EGGLESTON, E. | Hoosier Schoolboy. (Life in Northwest in first half of this century.) | Scribner, | | 1.00 |
| GOSS. | Jed. (Civil war.) | Scribner, | | 1.00 |
| | Tom Clifton, or Western Boys in Grant and Sherman's Army.) | Crowell, | | 1.05 |
| HENTY. | With Lee in Virginia. (Southern side in Civil war.) | Crowell, | | 1.50 |
| TROWBRIDGE. | Cudjo's Cave. (In Tenn., at beginning of Civil War.) | Scribner, | | 1.05 |
| | Three Scouts. (Civil War.) | Lee & Shepard, | | 1.50 |
| STODDARD. | Battle of New York. (Draft Riot in N. Y. and Battle of Gettysburg.) | Appleton, | | 1.50 |
| JACKSON. | Ramona. (Treatment of Indians.) | Roberts Bros., | | 1.50 |

TRAVEL

| | | | | | | |
|-----------|---|--------------------------|---|---|---|--------|
| *ANDREWS. | Seven little Sisters. | Ginn & Co., | . | . | . | \$0.50 |
| | Each and All. | " " | . | . | . | .50 |
| SCUDDER. | Bodley Books, 8 vols. in 4, at \$1.50 each. | Houghton, | . | . | . | 6.00 |
| | Mifflin & Co., | . | . | . | . | 1.00 |
| DANA. | Two Years before the Mast. | Houghton, Mifflin & Co., | . | . | . | .60 |
| NORDHOFF. | Merchant Vessel. | Dodd & Mead, | . | . | . | .60 |
| | Man-of-war Life. | " " | . | . | . | .60 |
| | Whaling and Fishing. | " " | . | . | . | 1.50 |
| DODGE. | Hans Brinker. | Scribner, | . | . | . | .75 |
| AMBROSI. | Italian Child Life. | Lothrop, | . | . | . | 1.00 |
| SHIGEMI. | Japanese Boy. | Holt, | . | . | . | 1.25 |
| TAYLOR. | Boys of Other Countries. | Putnam, | . | . | . | 1.00 |
| HALE. | Stories of Adventure. | Roberts Bros., | . | . | . | 1.00 |
| | " " Discovery. | " " | . | . | . | 1.00 |
| | " " the Sea. | " " | . | . | . | 1.50 |
| CENTURY | World's Fair Book. | Century Company, | . | . | . | 1.50 |
| KIPLING. | Jungle Book. | " " | . | . | . | 1.50 |

OUT-OF-DOOR BOOKS

| | | | | | | |
|-----------|--------------------------------------|---------------------|---|---|---|------|
| *ANDREWS. | Stories Mother Nature told. | Ginn & Co., | . | . | . | 50 |
| HERRICK. | Earth in Past Ages. | Harper & Bros., | . | . | . | .60 |
| DANA. | How to know the Wild Flowers. | Scribner, | . | . | . | 1.50 |
| | According to Season. | " " | . | . | . | .75 |
| GRANT. | Our Common Birds. | " " | . | . | . | 1.50 |
| MERRIAM. | Birds through an Opera-Glass. | Houghton & Mifflin, | . | . | . | .75 |
| BALLARD. | Among the Moths and Butterflies. | Putnam, | . | . | . | 2.00 |
| BAMFORD. | Up and down the Brooks. | Houghton & Mifflin, | . | . | . | .75 |
| GREENE. | Coal and the Coal Mines. | " " | . | . | . | .75 |
| APGAR. | Trees of the northern United States. | American Book Com- | . | . | . | .90 |
| | pany, | . | . | . | . | |

FAIRY TALES

| | | | | | | |
|-------------|--|----------|---|---|---|------|
| *CARROLL. | Alice in Wonderland and Through the Looking-Glass. | | . | . | . | |
| | Macmillan, | . | . | . | . | 1.25 |
| *MULOCK. | Fairy Book. | Harper, | . | . | . | .90 |
| *VALENTINE. | Old, old Fairy Tales, | . | . | . | . | .75 |
| *FAIRY | Tale Books, 7 vols. at 20 cents each. | Longman, | . | . | . | 1.40 |

STORIES OF CHILD LIFE

| | | | | | | |
|-----------|-------------------------|-----------------|---|---|---|------|
| ALCOTT. | Little Women. | Roberts Bros., | . | . | . | 1.50 |
| | Little Men. | " " | . | . | . | 1.50 |
| | Jo's Boys. | " " | . | . | . | 1.50 |
| *BURNETT. | Little Lord Fauntleroy. | Scribner, | . | . | . | 2.00 |
| STODDARD. | Talking Leaves. | Harper & Bros., | . | . | . | 1.00 |
| | Red Mustang. | " " | . | . | . | 1.00 |
| | Two Arrows. | " " | . | . | . | 1.00 |

| | | | | | |
|-----------|----------------------|--------------------------|---|---|--------|
| WIGGIN. | Timothy's Quest. | Houghton, Mifflin & Co., | . | . | \$1.00 |
| JACKSON. | Nelly's Silver Mine. | Roberts Bros., | . | . | 1.50 |
| LOUGHEAD. | Abandoned Claim. | Houghton, Mifflin & Co., | . | . | 1.25 |

HOME LIFE AND AMUSEMENTS

| | | | | | |
|-----------|-----------------------------|----------|---|---|------|
| KIRKLAND. | Speech and Manners. | McClurg, | . | . | .75 |
| | Six Little Cooks. | " | . | . | .75 |
| BEARD. | American Boy's Handy-Book, | . | . | . | 2.00 |
| | American Girl's Handy-Book, | . | . | . | 2.00 |

This list is elastic, and the proportions may be varied according to the needs of the school, but the books are all not above the comprehension of children who have to learn to like reading, and must be interested in stories or something told in story form.

Some of the books have been chosen to widen the horizon of children and to teach them something of the life of children in other countries and under other conditions than their own. Those in the out-of-door class are to show them the wonders and delights which lie around them in the country. A boy who studies the wild flowers, birds, insects, and rocks of his native farm and can use books to verify new specimens is in little danger of leaving the farm when he grows older, because he finds it dull, and a girl who has the same resources will hardly, in later life, sink into the hopeless melancholy that fills insane asylums with farmers' wives whose minds are starved.

The historical stories make history a living reality to children, and not a mere collection of dates on a page.

Most of the towns in Connecticut have as yet no public libraries. The legislature passed last year the act of which the following is a part.

SECTION 7. The State Board of Education shall annually appoint five persons who shall be known as the Connecticut Public Library Committee.

SECTION 10. If any town having no free public library shall establish a free public library and shall provide for the care, custody, and distribution of books, and for the future maintenance and increase of such library in a manner satisfactory to said library committee; said committee is hereby authorized to expend for books to be selected by the said committee a sum not to exceed the amount expended by the said town for the establishment of such library and not to exceed two hundred dollars.

Three towns, Seymour, Suffield, and Wethersfield, have already

taken advantage of this act, and received \$200 worth each of books. Eight more, Durham, Putnam, Newington, Milford, East Haddam, Union, Plainville, and Scotland have voted to establish public libraries. Every one has voted \$200, in order to receive all that the State will allow, but it is of the greatest importance that the smaller towns, which perhaps are willing to vote only \$25 or \$50, should have a public library, no matter how small. The jealousies between rival districts and the fear that existing libraries, if made public, will be governed by ignorant politicians keep many towns from voting to establish a free library, and it should be a part of your work to excite an interest in the subject and induce the leading townspeople to begin a correspondence with the Public Library Committee. In many scattered townships in other States, the district schools are made distributing stations, and the teachers are responsible for the safe return of books.

COURSE OF SUPPLEMENTARY READING FOR PUBLIC SCHOOLS

LITERATURE

PROSE

| | | | |
|----------------------------------|-----------------------|----------------------------------|--------|
| Fables and Folk Stories. | H. E. Scudder. | Houghton, Mifflin & Co., Boston, | \$0.40 |
| Hans Andersen's Stories. | " " | " " | .40 |
| *Wonder Book. | Nath. Hawthorne. | " " | .40 |
| Tanglewood Tales. | " " | " " | .40 |
| *Autobiography. | Benj. Franklin. | " " | .40 |
| A-Hunting of the Deer. | C. D. Warner. | " " | .15 |
| Christmas Carol. | Chas. Dickens. | " " | .15 |
| Cricket on the Hearth. | Chas. Dickens. | " " | .15 |
| *Uncle Tom's Cabin. | H. B. Stowe. | " " | .25 |
| Rip Van Winkle, etc. | Washington Irving. | " " | .15 |
| Tales of the White Hills. | Nath. Hawthorne. | " " | .15 |
| Lars. | Bayard Taylor. | " " | .15 |
| *Birds and Bees, and Sharp Eyes. | J. Burroughs. | " " | .49 |
| Ivanhoe. | Walter Scott. | Ginn & Co., Boston. | .60 |
| Rob Roy. | " " | " " | .60 |
| Talisman. | " " | " " | .50 |
| *Gods and Heroes. | R. E. Francillon. | " " | .50 |
| *Alhambra. | Washington Irving. | " " | .40 |
| *Arabian Nights. | Edited by E. E. Hale. | " " | .40 |

| | |
|---|--------|
| *Water Babies. Charles Kingsley. Ginn & Co., Boston. | \$0.35 |
| King of the Golden River. J. Ruskin. " " . . . | .20 |
| *Robinson Crusoe. Daniel Defoe. " " . . . | .35 |
| Tales from Shakespeare. Chas. Lamb. " " . . . | .40 |
| Tales of a Grandfather. Walter Scott. " " . . . | .40 |
| *Peasant and Prince. H. Martineau. " " . . . | .35 |
| *Adventures of Ulysses. Charles Lamb. " " . . . | .25 |
| Stories for Children. Lucretia P. Hale. Leach, Shewell & Sanborn, Boston. | .40 |
| Rab and His Friends. Dr. John Brown. Maynard, Merrill & Co., N. Y. | .12 |
| The Spy. J. F. Cooper. T. Y. Crowell, N. Y. . . . | .50 |
| Silas Marner. George Eliot. Leach, Shewell & Sanborn, Boston. . | .35 |
| *Last of the Mohegans. J. F. Cooper. T. Y. Cowell, N. Y. . . | .50 |
| *Tales of Chivalry, from Scott. Harper & Bros. . . . | .50 |

POETRY

| | |
|--|-----|
| The Children's Hour, etc. H. W. Longfellow. Houghton, Mifflin & Co., Boston. | .15 |
| The Song of Hiawatha. " " " " " " | .40 |
| Courtship of Miles Standish. " " " " " " | .15 |
| Grandmother's Story, etc. O. W. Holmes. " " " " " " | .15 |
| Under the Old Elm, etc. J. R. Lowell. " " " " " " | .15 |
| Building of the Ship, etc. H. W. Longfellow. " " " " " " | .15 |
| Evangeline. " " " " " " | .15 |
| Tales of a Wayside Inn. " " " " " " | .50 |
| Vision of Sir Launfal, etc. J. R. Lowell. " " " " " " | .15 |
| Snow Bound, etc. J. G. Whittier. " " " " " " | .15 |
| Tent on the Beach, etc. " " " " " " | .15 |
| Lays of Ancient Rome. T. B. Macaulay. " " " " " " | .15 |
| *Lady of the Lake. Walter Scott. " " " " " " | .30 |
| Thanatopsis and other Poems. W. C. Bryant. Maynard, Merrill & Co., N. Y. | .12 |
| The Coming of Arthur. } Alfred Tennyson. " " " " " " | .12 |
| The Passing of Arthur. } | |
| *Merchant of Venice. W. Shakespere. Ginn & Co., Boston. . . | .25 |
| Julius Cæsar. " " " " " " | .25 |

UNITED STATES HISTORY

| | |
|---|-----|
| DODGE. Stories of American History, net, .30. Lee & Shepard, Boston. | |
| PRATT. American History Stories, 4 v., each net, .30. Educational Pub. Co., Boston. | |
| EGGLESTON. First Book in American History. .60. American Book Co., New York. | |
| ELLIS. Makers of Our Country. John E. Potter & Co., Boston. | |
| SCUDDER. Short History of the United States, net, .60. Sheldon & Co., New York. | |
| Historical Classic Readings, 10 paper numbers, each, . . . | .12 |
| HIGGINSON. Young Folks' Series, 8 paper numbers, each, . . . | .12 |

If some of the districts in a town are unwilling to buy books for

supplementary reading, and there is a free town library, it can spend twenty-five dollars to no better advantage than for five copies each of ten of the above books, to be sent from one school to another. Many large public libraries keep several hundred volumes solely for the use of the public schools, and the Hartford Public Library has fifty copies of every one of the fourteen starred volumes in the list. The principals of the schools decide at the beginning of every term what school is to have the use of a certain book for the next three months, and in order to prevent confusion, copies of the assignments are made for the schools by the library.

SCHOOL LIBRARIES.

The law relating to school libraries is printed below. Application for money should be made to the State Board of Education, Room 42, Capitol, Hartford:

Sec. 2218. The Treasurer of the State, upon the order of the secretary of the State board of education, shall pay ten dollars to every school district, and to every town maintaining a high school, which shall raise by tax or otherwise a like sum for the same purpose, to establish within such district, or for the use of such high school, a school library composed of books of reference, and other books to be used in connection with school work, and to procure maps, globes, or any proper philosophical and chemical apparatus; and the further sum of five dollars annually, upon a like order, to every such district or town which has raised a like sum for the current year for maintaining or replenishing such library or apparatus. And if the number of scholars in actual attendance in any such district or high school exceeds one hundred, the Treasurer shall pay ten dollars in the first instance, and five dollars annually thereafter, for every one hundred or fractional part of a hundred scholars in excess of the first hundred. The expense incurred by any district in accordance with the provisions of this section may be reckoned among its incidental expenses, and be defrayed in the manner provided in this title for such incidental expenses.

Sec. 2219. The selection of all books and apparatus to be purchased shall be made or approved by the board of school visitors; which shall also prescribe the rules for their management, use, and safe keeping.

Chapter XVII, Acts of 1889.

Sec. 1. The joint board of selectmen and school visitors in each town shall have power to appropriate money for the purchase of books and apparatus to be used in the public schools of the town. The money thus appropriated shall be expended by a committee on libraries and apparatus, which shall be annually appointed by the school visitors, to whom the treasurer of the town shall pay such money upon the written order of such committee. The treasurer of the State, upon the order of the secretary of the State board of education, shall annually pay the said committee five dollars for every public school within said town, and if the number of scholars in any public school within the town

exceeds one hundred, the treasurer shall annually pay to said committee five dollars for every one hundred scholars and fractional part of one hundred scholars in actual attendance at such school ; *provided, however*, that no greater amount shall be paid to such committee by the State than is paid during the same year by the town for the same purpose ; *and provided further*, that any amount paid by the State under section 2218 to any district or for any high school within said town shall be deducted from the amount payable under this act. The books and apparatus purchased under the provisions of this act shall be and remain the property of the town, and under the care and control of the said committee on libraries and apparatus.

W. F. GORDY, Hartford, *Chairman.*

WALTER SCOTT, Suffield,

J. F. WILLIAMS, Bristol,

J. A. GRAVES, Hartford,

CAROLINE M. HEWINS, Hartford.

THE STUDY OF PHONETICS IN LEARNING TO READ.*

TO TEACHERS OF READING.

There is much slow and ineffective teaching of reading in our public schools. Many of the mistakes which some teachers of this subject are making, seem to be due to the fact that they have never cleared up their minds by thoroughly analyzing the nature of the subject and of the mental processes involved in learning it.

Some teachers treat a reading-lesson as if it were a lesson in elocution. It may be admitted that children should be trained to enunciate distinctly, to use pleasant tones of voice, and to speak and read aloud with good expression, but it does not follow that this work should be done in a reading-lesson. Exercises in vocal gymnastics and in elocution are well worth while, but they will be more effective if given independently for their own sake. *The main, ultimate purpose of reading-lessons is to enable a child to sit down quietly by himself and get the meaning of a printed page.*

Again, a great many teachers spend much time developing the meaning of common words, conceiving apparently that such work is a necessary part of a good reading-lesson. This also is a mistake. Before the children ever come into any teacher's hands they have acquired a considerable vocabulary. They have learned and will continue to learn the meaning of words by hearing the same words used again and again in different connections. Persons who read a great deal similarly pick up from their books the meanings of thousands of words. They see the same words and phrases again and again in different sentences, and gradually come to know more and more exactly their varying shades of signification. The teacher has better use for time than in teaching what the children will in good season pick up for themselves if left alone.

The apparent necessity of teaching the meaning of words is generally due to a bad selection of reading matter. *A little child*

* Copyrighted, 1895.

ought not to be asked to read anything which he would not easily and immediately understand, if it were read aloud to him. When he can recognize in print the words and phrases which he already knows if he hears them spoken, he can use all the books he ought to be asked to use. He should then be got to read a great deal to himself. If he is intelligently stimulated to practice silent reading, he will, as he grows older, gradually develop a more and more extensive and rapid comprehension of printed words and phrases. *At the beginning*, the teacher's attention needs to be concentrated on the single aim of communicating to the child *power to translate* printed symbols into the words *already familiar* as heard and spoken.

In one other respect it seems that some even of our foremost educators misconceive the nature of the American teacher's task in training little children to read. They practically leave out of account the nature of our English system of writing words.

In the Chinese language an idea has its independent written symbol. The meaning of each Chinese ideograph must be learned by a distinct act of memory. In some of our most advanced primary schools, English words are similarly treated as unanalyzed symbols, and the children are made to learn the written symbols, one after another, by distinct acts of memory. But English, unlike Chinese, has a *phonetic alphabet*. It is sure to be a waste of time to learn to read a *phonetically* written language by a Chinese method.

It is true that English is not, like Italian, perfectly phonetic, but the words irregularly pronounced are not so numerous as is commonly supposed. It is often thoughtlessly assumed that there is the same difficulty in phonetically *pronouncing written* words which does exist in phonetically *writing spoken* words. But this is by no means the case. A child who wishes to *write* the common word which means "in this place," may hesitate whether to write it "*here*," "*hear*," or "*heer*," but if he should *see any one* of those forms after a proper phonetic training, he would have no doubt how to *pronounce* it.

A careful examination will satisfy anyone who knows our phonetic system that only a small proportion of the words which occur in printed books are unphonetically written.

Moreover, in most of the exceptional cases, the pronunciation suggested by the form of the word is sufficiently near the actual

pronunciation to help the reader guess from the context what the word must be. Suppose the word to be "*come*," and that the child first sees it in the sentence, "Father will come home this noon." If the child sounds the word phonetically, he will not be bright if he then fails to guess from the rest of the sentence what the word is. Even in the case of so particularly irregular a word as "*laugh*," a knowledge of the phonetic value of the first letter is an aid to the child's memory of the word.

Indeed, children *must*, in learning to read English, acquire at least *some* knowledge of phonetics. They do not in fact have to learn the written symbol for each word in the way a Chinese scholar must. Nor do children who learn to read English by the word method take as long a time in doing it as similar Chinese children take in learning to read Chinese. They do, in fact, even without help from the teacher, gradually acquire such a sense of the phonetic value of the letters and combinations of letters that they can read printed words which they have heard and understand, although they have never happened to see them before. In other words, learning to read English, in the nature of the case, necessarily involves learning the phonetic system in which English is written. This much is sure, that somehow or other, whether by the word or sentence method, or by some other method, the children must learn the phonetic value of the letters and combinations of letters in English printed words, before they can be said to have gained the art of reading English.

It will certainly be strange, this being so, if it should not prove possible to find a method of teaching English phonetics, which will make systematic phonetic study an economical means of helping children to read.

THE STUDY OF PHONETICS.

A good method of phonetic study cannot be devised without some reflection on the nature of English phonetics. It is possible to see in use in some of our public schools a phonic system of teaching reading, which seems to evince in this field also a want of apprehension on the part of the teachers of the nature of the problem of learning to read English.

These teachers use a considerable apparatus of diacritical marks. Such marks were devised to indicate the exact pronunciation of words. Each dictionary has for this purpose its own peculiar

system. No doubt any one of the dictionary systems is a more accurate phonetic system of writing English than that which is in actual use in printed books. But if our aim is to teach children to read, we should spend our time in studying, not some theoretically accurate phonetic system of writing English, but the system of writing English in accordance with which our literature has actually been printed.

Teachers who use these diacritical marks assume for themselves a great deal of unnecessary labor in teaching them to the children, but that is by no means the worst of their method. By adopting an artificial phonetic system, they are necessarily led to overlook for themselves and to obscure in the children's minds some of the important facts of ordinary English phonetics as historically developed. These teachers erase many letters, and teach the children to disregard them as being silent letters, when they ought instead to make the children see what these letters show about the pronunciation of the words. They write *pin[̣]* with a dash over the *i*, and draw an erasure-mark through the final *e*, to indicate that the *i* is long and the *e* is silent. They write *straw[̣]* with two dots under the *a* and an erasure-mark through the *w*, to indicate that the *w* is silent and the *a* pronounced as in *ball*. All this sort of thing is curiously perverse. One fact of English phonetics which needs to be most carefully taught is the effect of a final *e* on the pronunciation of the preceding vowel. The children ought to compare *pin* and *pine*, and compare other words like them again and again, until the presence or absence of the final *e* instantly suggests the proper pronunciation of the preceding vowel. They ought also to study the words containing the digraph *aw*, until the sight of it instantly suggests the sound which it has in the word *straw*.

When teachers realize that the phonetics to be taught as an aid to reading English, is the historical system in actual use, and when they consequently cease to use some other system involving dots and marks of their own, which alter the children's pictures of English words, they will find themselves able to think more fruitfully about the problem which they have to solve.

The thing which the teacher has to do is to form in the children's minds simple associations between the elements of English words taken just as they are printed in books, and the corresponding elements of the same words taken as heard and

spoken. This involves no mental activities except of the most elementary nature, such as have been going on from the commencement of the child's conscious life. Nothing is necessary except repeated attention. The children must practice associating the written symbols with the sounds, until this association becomes automatic.

For several reasons there should be much variety in the forms of drill in phonetics.

1. Small children cannot keep their attention long on one thing.

2. There is a memory of the ear, and a memory of the eye, and a memory of the muscles. Some children remember better what they see, others what they hear, and still others what they do with the vocal muscles, or with the muscles of the hand. Therefore it is, that exercises which help one child are of little value to another. A great many children, however, are so constituted in this respect that they will be helped to effectively associate the elements of printed words with the corresponding elements of spoken words by varied exercises of the eye and the ear and the muscles, such as will necessitate the activity of many nerve-centers in different combinations.

3. The difficulty which children experience at the beginning with phonetics is chiefly due to their inability to distinguish the elementary sounds which are blended together in the pronunciation of words. The children should have much and varied practice of the ear and the vocal organs in order to help them in this respect. It would be comparatively easy to associate the printed letters with the elementary sounds which they represent, if these last were not themselves so imperfectly distinguished.

In order to illustrate more concretely what is meant to be recommended for the above reasons, the following exercises are suggested to teachers. They are arranged so as to roughly indicate the kind of logical progression necessary for good success. All of them should be used, but they are not all suited for use at the same stage of progress.

PHONETIC EXERCISES.

1. Pronounce with distinctness the word *fan*, separating the initial sound of the word from the rest of the word, and sounding first *f* and then *an*. Ask the children what the word is.

They probably cannot tell. Make the two sounds more nearly together, until they do recognize the word. Have them all separate the initial sound in the same way, by sounding with and after you "*f-an-fan*." Repeat with other familiar words which commence with the same initial sound, such as *fun, fine, feel, find, fall, full, first, fill, fat, fist, fell, and four*.

2. Separate in the same way an initial *k* sound, using such familiar words as *cat, kiss, key, cow, call, kind, cake, coat, keep*, etc.

3. Separate in the same way an initial *s* sound, using such familiar words as *sun, sit, cent, sing, see, saw, sat, side, sell*, etc.

4. Give each child the page containing pictures of the *fan, sun, cat, and kiss*. Have him read the word alongside the picture which describes it. Give the child also four slips, each containing one of these four printed words. Let the children study the appearance of the words and match each printed word on the picture-page with the proper slip. Let the teacher go about among the children, and as soon as they match their words correctly, mix the slips up, and have the children match the words again. The children will easily tell the words with the pictures to aid them. After they have amused themselves a little while with matching the words, ask them to tell the words on the slips without looking at the pictures.

5. When the children know these four words thoroughly without having to refer to the pictures, give them the four letters *f, s, c, and k* printed on separate pieces of cardboard.* Let them find the letter which is like the first letter in *fan*. Let them notice how it is sounded in *fan*. Treat similarly the letters *s, c, and k*.

6. Continue to train the ear. Help the children to tell all the words they know which begin with the same sound as *fan*. Do the same with the *s* and *k* sounds. Make this exercise, like that suggested in paragraph one, entirely oral, and as rapid as possible. Practice these rapid oral exercises frequently for a minute at a time with the various initial sounds.

7. Hold up one after the other on large cards, or print on

* There should be a large supply of such letters for the children, since they make possible a number of profitable exercises. The small letters are the ones which will be generally used, but it is desirable to have some capital letters also. The letters should be printed in clear, large type. In order to be easily handled, the pieces of cardboard should be of good size. They should be oblong in shape, rather than square, being narrow from side to side, so that in building words the spaces between the letters may be more nearly as they appear in books.

the blackboard, the letters *f*, *s*, *c*, and *k*. Have the children pick out among their cardboard letters the one which is like that shown. Have the children sound each letter as they hold it in their hands, first with the teacher, then by themselves softly in concert, and finally each child by himself.

8. Print these letters several inches long on the blackboard, and let the children copy them, so as to learn their shape. Note, however, that before children are set to copying anything, whether printed letters, or script, or figures, they should be taught where to begin, and in what order to make the lines. The teacher may in this case let the children trace with the crayon the letter which has been printed on the blackboard, in order to see if they can make the lines in the proper order.

9. Sound a letter and let the children sometimes pick it out among their cardboard letters, and sometimes pick it out on blackboard or chart. This is the reverse of the process necessary in reading, and, while a good exercise, is difficult and need not be perfectly accomplished as a preliminary to reading.

10. With some scholars it may be best, for the sake of furnishing artificial links of association to aid the memory, to tell them such things as that *f* is sounded like the spitting of an angry kitten. This is a method worked out some time ago in Germany with great elaborateness. It is not worth while to use far-fetched comparisons of this nature, nor to take up much time with this sort of exercise. It is desirable to have *f* associated with the initial sound in *fan*, rather than with the spitting of a kitten.

11. Study as above indicated the letters *d*, *t*, *p*, and *b*, and the page containing the pictures of the *dog*, *top*, *pen*, and *bed*; then the letters *g*, *n*, *m*, and *l*, and the page containing the pictures of the *gun*, *nut*, *muff*, and *leg*; then the letters *r* and *h*, and the diagraphs *sh* and *th*, and the page containing the pictures of the *rat*, *hat*, *fish*, and *tooth*.

12. Print several inches long on a proper card each of these sixteen elementary phonograms and, later, the other phonograms also on which drill is needed. Show these phonograms rapidly, one after another, and have the class sound them.

13. After the children can sound phonograms with exact accuracy, the teacher should drill for quickness of recognition. Show a card for an instant only, and ask one of the scholars to sound the phonogram on it; then, if he hesitates even for a

moment, say, "Tell him!" to the class. Go round the class in this way, as rapidly as you can, for two minutes twice every day. It will be some time before the children can give the required instantaneous answer. Demand it, however, without finding fault for failure, and in time all will get to be quick enough. Be sure to hold the attention of all the children all the time.

14. Teach the phonogram *at*. Print it on the blackboard. Print an *s* somewhere above, and have the children sound it. Then print an *s* before the *at*. Have the children sound the *s*, then the *at*, faster and faster, until they have the word *sat*. Repeat successively with *hat*, *mat*, *fat*, *pat*, *bat*, *rat*, and *cat*.

15. You can keep children's attention by giving them something to do with their hands. Give them the cardboard letters necessary to build the foregoing list of words. Let them first build *at* and sound it. Hold up *s*, and let them pick it out among their letters and sound it. Let them put it in front of *at*, and sound *s* then *at*, as before, to make the word *sat*. Repeat with the rest of the list.

16. Read this list of words with the class two or three times.

17. Do not wait until the children know these words, but after once doing all that has been suggested, take up the list of words next printed and treat that in the same way. Take up a new list of words each day until you have gone once quickly through Chapter II.

18. Sound as wholes in the successive lists of words the phonograms *an*, *ab*, *ap*, *ad*, *am*, *ag*, *ca*, *ga*, *ba*, *pa*, *ma*, *na*, *fa*, *ra*, *la*, *ta*, *da*, *ha*, *sa*, *ot*, *on*, etc. The children's greatest difficulty will be in putting sounds together so as to make a word, and it is better to have at first only two sounds to blend together.

19. After going once rapidly through Chapter II, take a few minutes every day for a rapid drill on the short sounds of the vowels. Do not, however, stop for this. Keep on at the same time with exercises upon the words of the following chapters, taking up a new list of words each day. The lists are so arranged as to afford frequent review of all letters and important combinations of letters. The words are not meant to be memorized. For such a purpose they would have been differently selected. They are arranged solely to afford a varied and progressive drill (1st) in *sounding phonograms*, and (2d) in *blending the sounds*.

20. Have the children build *at* with their letters. Let them pick out the letter to put in front of it, in order to make *hat*. Repeat with other words. This is spelling, rather than reading. It is more difficult, and should be tried after the children have with the other exercises reached words several pages further along.

21. After a while, in order to further train the ear, let the children suggest words in which they anywhere recognize the presence of a certain consonantal or vowel sound.

22. Pronounce with slow, analytical distinctness words which all recognize in print, like *cat* or *dog*, and help the children to distinguish the elements of the spoken word, and to notice the letters which severally represent these elements.

The foregoing exercises will be naturally used in the first instance in the school-periods when the teachers are giving their whole attention to this work. Some of them may afterwards be adapted to use as desk-work for the children while the teacher is occupied with other classes. Exercises which can be so used are of great service. The following are also suggested for desk-work.

23. In order to fix the attention of beginners on the forms of the letters and to practice them in noticing the differences between the printed words, the following is a good exercise. Give the children a part of one of the following pages, or a slip copied therefrom containing a list of printed words, and also slips containing the same words printed separately. Let them arrange the word-slips, so as to have the words in the same order as in the printed list. This kind of exercise will be outgrown for this purpose in a short time.

24. Give the children a slip containing a printed word, and also the necessary printed cardboard letters, and let them build with these letters words like that on the slip.

25. When the children later on reach words of more than one syllable, they may profitably spend a good deal of time at their seats building with the cardboard letters, words like those in the printed lists, but with a space between the syllables. Some preliminary blackboard drill in syllabication will be needed.

26. It is desirable to teach the children to read script, though the reading of *print* should be the teacher's *primary* object. Write a list of words on the blackboard. Give the children slips containing these words printed separately, and have

the children arrange the printed words in the same order as the written words on the blackboard.

27. Write words on the blackboard or on paper, and have the children build the same words with printed cardboard letters.

28. Have the children copy words, making the letters large, so that fine muscular adjustments shall not be needed. Since the purpose of this exercise is to fix attention on the form of the letters, the teacher should not consider the exercise a failure because the children cannot control their hands. An exercise of this kind to teach *reading* may be profitably conducted before the motor nerve-centers are sufficiently developed to make it wise to teach *writing* in ordinary script.

29. Capital letters both in print and script may be taught mainly by practice at the seat in exercises like the foregoing.

30. While the teacher is otherwise occupied, let one of the children dictate to the others a list of words to be built with their letters. Such words should be selected by the teacher as are simple, as can only be spelled in one way, and as the children understand when they hear them. This exercise is difficult, and is, therefore, not to be used until the children have nearly completed their phonetic study.

CAUTIONS.

1. *The teacher must practice* in order to give correctly the sounds of the individual letters.

2. The teacher's *ear* must be carefully trained to accurately distinguish in spoken words the elementary sounds to which the letters correspond.

3. The teacher should be able to tell the children in what part of the mouth or throat each sound is made, and how to manage the breath and to place the tongue, lips, and teeth in making it.

4. Care is needed to prevent the children from putting an obscure vowel sound before or after the consonant to be sounded. The tendency is, for instance, not to give the *t* sound with sharp distinctness, but to pronounce it as *ut* or *tur*.*

* If teachers remember that the important thing for the children to learn is the sound of the letter, and not the name of the letter, there is no harm in teaching the name of the letter. The teacher may at the outset say: "This letter is called —. It says —." This is not necessary. It is convenient, however, to be able to refer to the letters by name.

5. It is a common and mischievous error to sound a letter by itself in one way and then in another way in pronouncing the word which contains it.

6. As soon as possible get the children beyond the necessity of sounding *aloud* the separate letters. If you attempt to sound *w* by itself, you can only give the vowel sound *oo* as heard in "*boot*." Its consonantal sound can only be given in combination with a following vowel sound. Let the children at any rate sound common phonograms like *ing*, for example, as wholes.

7. *Drill rapidly. Crowd many questions and answers into one exercise.*

8. Endeavor, after seven or eight weeks, to take up a good many new words every day. *This system of teaching will miss its purpose in the hands of any teacher who dawdles over it.*

9. Repetitions in concert are profitable for all the children whose attention is held. The time spent in individual drill should be mainly spent on the dull children. The bright children will need only the repetition in concert and the desk-work.

10. Children cannot be expected to make rapid progress if their minds are on this subject only half an hour a day. They should have their attention kept on this subject at least half the school-day. It is on many accounts of high importance that school-children should learn to read as soon as possible. It is freely conceded that those lessons have the first claim on the teacher's time, which, like good science lessons, will give the children practice in thinking about the world around them, and in the expression of thought. Number-work, however (except in so far as the children are required to work out without assistance varied problems), involves no more thought than phonetics, and is far less important for a child than reading. Arithmetic, therefore, as usually taught, and all other memorizing studies as well, can be conceded only a secondary claim on the teacher's attention, and should not be allowed to take any of a primary teacher's time which might profitably be spent in preparation for reading.

11. The attention of children must not be kept too long on one kind of exercise. There should be at least four periods of rapid drill every day, but there should be intervals between them, and a proper variation of the form of exercises.

12. Under proper conditions, the children may easily give at

least two hours a day to valuable work in phonetics at their seats. An experienced school-examiner, while allowing for difficult conditions, judges a teacher fully as much by the quality of the work which the children are doing at their seats as by their work in class. The teacher must give time to the seat-work, first in order to get the children started, second, in order to look over their work and encourage them by interest and approval. The children often do their work largely to please the teacher. If the teacher does not seem to care about their results, the children will not care. No part of a teacher's time is better spent than that which is spent in planning and carefully overseeing the seat-work.

13. The teacher's problem is to secure the children's attention to those things they need to attend to. One of the greatest helps in coping with this problem is a thoughtful study of the psychology of games, for, in their games, children give good attention, and do a great deal of hard work. The exercises above suggested for seat-work have the qualities of games, and will be regarded as games by the children. Now games are more interesting when a number of persons are taking part in them, and when there is a certain amount of rivalry. You may increase the children's interest in their work very much by dividing the children into two "sides," and letting them get interested to see which side will, in the aggregate, accomplish the most good work. A leader of each side, by marking errors in the work of the other side, may keep the children working, and save the teacher's time. Contests between individuals may also be made equal and interesting by handicapping the brighter scholars, as is done in some games and races. This means merely that each of the scholars except the dullest must, in order to win, do a certain additional amount of work separately fixed beforehand for him according to the teacher's judgment of his ability.

14. *Never forget that it is not the purpose of phonetics to get the children to memorize the particular words of the lesson.* The purpose is to create in due time the *power* of reading words whether they have ever been seen before or not. This power must be gradually acquired. Do not hesitate to take up new words because the children are unable to recognize the words they have already had. New words will for certain reasons serve better for further drill than old words. The teacher's chief difficulty will probably be to develop an ability to put the sounds of

the letters together so as to speak the words which the letters spell. Great care should be taken to develop this ability as soon as possible, but the teacher need not be troubled if some children do not acquire it until they have advanced through a good many of the lists of words hereafter printed. When they do acquire it, the children will be able to read the words they have hurried over, without the need of further drill on those particular words.

15. Keep right on through the lists of words hereafter printed. Do not stop to review them. Subsequent pages will afford a frequent opportunity for further drill on all letters and important combinations of letters. *Even if teachers think this advice erroneous, let them follow it once or twice before rejecting it.* The benefits of this system of teaching phonetics will be impaired, unless the teachers keep steadily progressing through the lists of words as arranged.

THE RELATION OF PHONETICS TO SPELLING.

It is easy to exaggerate the importance of spelling. Many people of ability and education are unable to spell correctly. Nevertheless spelling is, and should be, taught in school. The study of phonetics is the best possible preparation for the study of spelling. For one who has mastered phonetics, the possibilities of bad spelling are much diminished. Indeed, very few, if any, can spell well until they have mastered the chief rules of English phonetics. Even if there were some other method of teaching reading which seemed equally effective, it would nevertheless be necessary to prefer the phonetic method, since all the time spent on phonetics is really saved for the teachers of later years who have to try to teach the children to spell.

THE RELATION OF PHONETICS TO PRONUNCIATION.

It is an accepted task of a good school to correct barbarisms and provincialisms of pronunciation and to teach distinctness of enunciation. The most effective way to commence this task is by giving to the ear and the vocal organs just such training as is afforded by these phonetic exercises. These exercises will in the long run be worth for this purpose all the time to be spent on them, independently of their value for reading. They are especially valuable for children of foreign parents whose home accent needs radical correction.

THE RELATION OF PHONETICS TO READING.

Phonetics is not reading; it is preliminary to reading. Reading involves thinking; phonetics aims at developing purely mechanical facility. Reading is a study of the *meaning* of printed sentences; phonetics is a study of the *sound* of printed words. The words and phrases which are given to little children to read should be such as they understand when they hear them spoken. On the other hand, the words used for phonetic drill need not be understood at all. If the children pronounce them correctly, no matter, for phonetic purposes, if they are merely a jingle of sounds in the children's ears.

It is possible to carry on reading-lessons along with phonetic-lessons, but whenever this is done, the two kinds of lessons had better be kept carefully distinct from one another. They should differ in their immediate specific purpose, and, therefore, in method. When this course is followed many of the same words may appear with advantage in both kinds of lessons.

Teachers are advised to defer reading-lessons until they have carried their children quickly through the phonetic drill on the first fifteen chapters hereafter printed. For two reasons this course, though the results at first may not be so showy, is likely to be most economical and effective in the long run. In the first place, a good deal of time otherwise is spent in laboriously teaching certain words which, *if the teacher will wait*, the children will later read without all this effort. In the second place, at the beginning *all the time which the teacher can get for class work is needed for phonetics*. There are less than a hundred phonetic facts to be learned, and it is on all accounts important to have these mastered within a few months.

It should be said, however, in qualification of the foregoing, that such reading as can be done by the children at their desks, while the teacher is otherwise occupied, is not open to the same objections. Time for desk-work can be much better spared. Even the youngest children should know by heart some simple songs and verses, and these can be given them in print to be copied with the cardboard letters. Teachers may with advantage use in the same way anything that has to be memorized, whether in literature, arithmetic, or science.* Exercises with pictures and the

* Teachers will probably have to prepare this reading matter to suit their own needs. They can print it with a pen and then reproduce it on a hektograph, which can be made by the teacher

words or phrases that describe them, such as have been already suggested, may also be used for desk-work to teach a great many words and simple phrases. If phonetic words are at first chosen for this exercise, the knowledge thus acquired can be afterwards used in the phonetic lessons to help the children fix the sounds of letters and phonograms in their memory.*

After going once through the first fifteen of the following chapters, half the time available for class-work may be given to the teaching of phrases and unphonetic words by the word-method and to reading, and half to phonetic drill, until phonetics has been mastered. The children will then be able to make out for themselves the sense of any reading which in language and subject-matter is suited to their intelligence.

It is sometimes objected that children trained in phonetics read mechanically. This can only mean that such children have had bad reading-lessons. It is true that children expert in phonetics know so well the mechanics of reading, that they can pronounce sentences from a book which are beyond their comprehension. But teachers are much in fault, if their pupils are ever allowed to do this. In a *reading-lesson* the teacher should think of nothing else except seeing that the children get the *meaning* of the printed page.

As soon as possible, a large part of the practice in reading should be in silent reading. After a few months in school bright children should have gained ability to read stories to themselves. From the time when children can do this they will progress rapidly, if teachers will only remember that the way to learn to read

at an expense of less than a dollar. In city schools arrangements could easily be made for providing the reading wanted by means of the mimeograph and typewriter. Drawings to illustrate the reading can also be reproduced, especially with the mimeograph.

* The following phonetic words may be so taught: *Man, pan, can, cat, nap, ham, tag, pot, rod, pod, hod, hop, mop, top, dog, hog, log, doll, bud, cup, tub, bug, hug, mug, rug, cuff, muff, lid, pin, pig, mill, net, bed, red, hen, ten, men, keg, leg, bell, kiss, dish, fish, ship, shell, nest, fist, stem, ring, hand, stand, tent, lamp, stamp, bump, stilt, gate, cape, pipe, rope, cane, bone, stone, nine, cube, tube, spade, plate, plum, slate, sled, flag, brush, drum, frog, grape, trap, strap, strings, wing, well, swing, twig, white, whip, store, five, vine, ax, wax, box, fox, six, nose, toe, hoe, blue, screw, bee, tree, pea, cry, pie, hay, gray, tray, coat, goat, boat, feet, boot, toad, rain, green, bean, moon, spoon, broom, hoop, sheep, leaf, sleeve, oar, board, fire, core, ear, beard, fur, shirt, bird, girl, curl, star, cart, card, hair, cake, rake, smoke, cloak, beak, back, black, neck, stick, brick, clock, cent, face, ice, horse, fence, jug, jar, cage, bridge, peach, match, chin, chain, cheese, cheek, chair, church, square, tooth, three, boy, saw, claw, straw, hawk, cow, brown, round, cloud, house, mouth, ball, wall, watch, squash, pail, spool, tail, heel, shawl, whale, wheel.*

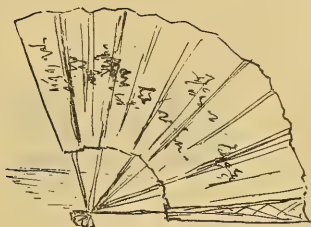
effectively is *to read a great deal*, and will give time to guiding and encouraging *silent* reading by their pupils.

For this purpose, teachers should, so far as circumstances permit, secure for each child such things to read at his seat or at home as will interest that particular child. If the children get nothing else from their silent reading, they get at least practice in reading, which at this stage of their education is alone worth the time they spend on it. If possible, let us by all means give the children such reading matter as also has value, either for its literary form, or for the information it contains, but let us at any rate be sure that it does in fact interest the child to whom we give it.

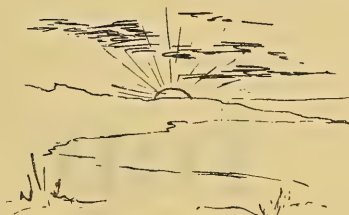
In oral reading the teacher can control the attention of the children. Therefore, the oral reading should be — not simply practice in reading — but, from the very beginning, so far as possible, a use of reading for some valuable purpose. The children should read orally for arithmetic, for geography, for botany, for zoölogy, for history, for literature, for grammar and composition, or for the purposes of any study systematically pursued. They will thus have oral practice in reading, without taking time for it from their other studies. It will be, moreover, *good* practice in reading, for the one thing they will be thinking of will be to get the meaning of what they read. Vocal gymnastics and elocutionary training will then properly be treated as distinct from reading, and will gain equally with reading by the differentiation.

The more vividly the teachers realize that the art of reading means — not simply the ability to pronounce words out of a book — but also and chiefly the ability to quickly, accurately, and *silently* get the *meaning* from a printed page, the greater will be the value of the drill in practical phonetics for which the following pages furnish carefully arranged material. The merely mechanical aptitude which results from the phonetic drill is worth nothing except as it is used to good purpose, but if the reading-lessons are rightly given as well as the phonetic-lessons, this aptitude will facilitate a rapid development of the power to get benefit from books. The more thoroughly the purely mechanical difficulties of reading are overcome, the freer will be the child's mind to give attention to the thoughts in his books; and the quicker they are overcome, the sooner may his books begin to have on him a really educational influence.

CHAPTER I.



fan



sun



cat



kiss



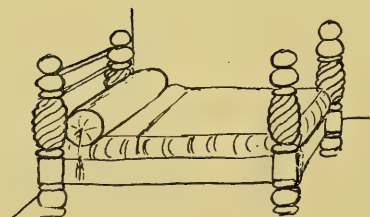
dog



top



pen



bed



gun



nut



muff



leg



rat



hat



fish



tooth

CHAPTER II.

| | | | |
|-----|-----|-----|-----|
| at | cap | am | gag |
| sat | pap | ram | gab |
| hat | gap | ham | gad |
| mat | lap | dam | gap |
| fat | map | cam | |
| pat | nap | | bat |
| bat | rap | bag | bad |
| rat | sap | rag | ban |
| cat | tap | tag | bag |
| | | lag | |
| an | | nag | pap |
| man | | sag | pad |
| fan | | gag | pan |
| pan | sad | fag | pat |
| ran | pad | hag | |
| ban | fad | | mat |
| tan | bad | | mad |
| can | cad | cat | map |
| | gad | cap | man |
| cab | dad | cab | |
| dab | had | can | nap |
| gab | lad | cam | nab |
| nab | mad | cad | nag |

| | | | |
|-----|-----|-----|------|
| fat | hat | nod | hop |
| fad | had | rod | mop |
| fan | ham | pod | lop |
| fag | hag | sod | pop |
| | | hod | sop |
| rat | sat | god | top |
| rap | sad | cod | fop |
| ran | sap | | cop |
| ram | sag | dog | |
| rag | | hog | doll |
| | dot | fog | loll |
| lad | hot | log | |
| lap | lot | bog | rot |
| lag | not | cog | rod |
| | pot | | rob |
| tat | rot | bob | |
| tap | sot | fob | pot |
| tan | got | hob | pod |
| tag | cot | mob | pop |
| | | rob | |
| dad | on | sob | fog |
| dam | don | cob | fob |
| dab | con | gob | fop |

| | | | |
|------|------|-----|------|
| lot | hog | bug | cub |
| log | hop | dug | dub |
| lop | hot | hug | hub |
| loll | hod | lug | rub |
| | | mug | tub |
| got | dot | pug | |
| gob | don | rug | cuff |
| god | dog | tug | puff |
| | doll | | muff |
| cob | | up | ruff |
| cog | mop | pup | huff |
| con | mob | sup | luff |
| cot | | cup | buff |
| cod | but | | |
| cop | hut | fun | fuss |
| | rut | sun | muss |
| sot | nut | dun | |
| sop | cut | tun | dull |
| sob | gut | nun | hull |
| sod | | pun | cull |
| | bud | run | lull |
| nod | mud | gun | mull |
| not | cud | bun | null |

| | | | |
|------|------|------|------|
| gum | hug | tug | fun |
| hum | hum | tub | fuss |
| sum | hut | tun | |
| rum | hub | | dip |
| | huff | gum | hip |
| but | hull | gun | lip |
| bud | | gut | kip |
| bug | rub | gull | nip |
| bun | run | | rip |
| buff | rug | nut | sip |
| buss | rut | nun | pip |
| | run | nub | tip |
| cup | ruff | null | |
| cut | | | it |
| cub | sun | dug | bit |
| cud | sum | dub | fit |
| cuff | sup | dun | hit |
| cull | | duff | lit |
| | mud | dull | nit |
| pug | mug | | pit |
| pup | muff | lug | sit |
| pun | muss | lull | kit |
| puff | mull | luff | mit |

| | | | |
|------|------|------|------|
| did | dim | miss | dig |
| hid | rim | hiss | dip |
| lid | him | | did |
| bid | | tip | dim |
| rid | gig | tin | din |
| kid | big | tiff | |
| | dig | till | kiss |
| bib | fig | | kill |
| fib | pig | sit | kip |
| rib | rig | sin | kit |
| nib | | sip | kid |
| | ill | sill | kin |
| in | bill | | |
| tin | pill | hit | mit |
| pin | fill | hid | mill |
| fin | sill | hip | miff |
| sin | till | him | miss |
| din | hill | hill | |
| bin | mill | hiss | fit |
| kin | rill | | fig |
| | kill | lip | fib |
| tiff | | lit | fin |
| miff | kiss | lid | fill |

| | | | |
|------|------|------|------|
| rib | set | hem | fed |
| rip | bet | | fen |
| rid | let | bell | fell |
| rim | met | sell | |
| rig | net | hell | pen |
| rill | pet | fell | pet |
| | get | tell | peg |
| pin | | dell | |
| pig | hen | | that |
| pit | ten | | than |
| pip | men | leg | them |
| pill | fen | let | then |
| | ken | led | this |
| bit | den | less | thus |
| bid | pen | | |
| big | | bed | gush |
| bin | beg | beg | hush |
| bill | leg | bet | mush |
| | peg | bell | lush |
| bed | keg | | rush |
| fed | | men | tush |
| led | less | met | |
| red | mess | mess | mesh |

| | | | |
|------|-------|--------|-------|
| ash | shin | list | soft |
| dash | shun | mist | |
| cash | sham | schist | tuft |
| gash | shall | | |
| hash | shell | best | gift |
| lash | | nest | lift |
| mash | stop | rest | sift |
| rash | stab | test | shift |
| sash | stub | pest | rift |
| | stun | | |
| dish | stag | dust | left |
| fish | step | gust | deft |
| | stem | bust | reft |
| shot | stud | lust | |
| shut | stuff | must | elf |
| shad | stiff | rust | shelf |
| shed | still | | self |
| shod | | cost* | |
| ship | fist | lost | off |
| shop | hist | tost | doff |

* The *o* in such words as "cost," "off," "long," "dog," "god," etc., is by some pronounced as in "hot," but by others like *aw* in "paw," and again by others with a sound like that of *aw* but shorter. Take care not to sound the letter *o* by itself as in "hot," and then like *aw* in pronouncing the whole word.

| | | | |
|-------|-------|-------|-------|
| belt | font | hemp | fund |
| felt | | | |
| pelt | bent | imp | end |
| melt | tent | limp | bend |
| | sent | gimp | send |
| stilt | dent | pimp | tend |
| silt | lent | | lend |
| tilt | rent | pump | mend |
| hilt | pent | bump | rend |
| kilt | | dump | |
| milt | hint | lump | rang |
| lilt | lint | stump | sang |
| | mint | | bang |
| held | stint | an | hang |
| | | and | fang |
| gild | lamp | band | tang |
| | damp | sand | pang |
| bunt | camp | hand | |
| hunt | samp | land | ring |
| punt | stamp | stand | ding |
| runt | | | sing |
| stunt | pomp | bond | sting |
| shunt | romp | pond | king |

| | | | |
|-------|-----|------|------|
| bung | hat | pan | lost |
| sung | hit | pen | lest |
| rung | hot | pin | list |
| hung | hut | | lust |
| lung | | mad | |
| dung | pat | mud | |
| stung | pet | mid | moss |
| | pit | | miss |
| long | pot | fan | mess |
| song | | fun | muss |
| gong | bad | fin | |
| dong | bed | | mash |
| | bid | bend | mesh |
| boss | bud | band | mush |
| toss | | bond | |
| loss | sit | | sing |
| moss | sat | left | sang |
| | set | lift | sung |
| bag | sot | loft | song |
| beg | | | |
| big | rub | lamp | ring |
| bog | rob | limp | rang |
| bug | rib | lump | rung |

CHAPTER III.

[The teacher will need to exercise care to have the children pronounce long *u* correctly. In *mute*, *cute*, and *fume* we should without hesitation sound the *u* as *yoo*. This *yoo* sound is given when *u* begins a syllable and after *p*, *b*, *m*, *n*, *f*, *c*, or *g* hard. After *r*, however, *u* is sounded as *oo*; *rude* and *rood*, for example, being pronounced alike. After *l*, *j*, *th*, *t*, *d*, *n*, *s*, *z*, *ch* or *sh*, a *y* sound is so difficult that it is not commonly made. The word *tune* is sometimes (especially in England) pronounced *tchoon*; and sometimes (especially in America) *toon*. In this country those who are most careful about their pronunciation in speaking such a word as *tune* insert a gliding vowel sound something like a short *i* before the *oo* sound. This *ioo* sound of *u* must be studied in good usage.]

| | | | |
|-------|-------|-------|-------|
| be | go | ode | pipe |
| he | lo | rode | ripe |
| me | so | mode | |
| she | no | bode | pope |
| the | | lode | hope |
| | note | node | rope |
| ate | mote | code | lope |
| late | dote | | mope |
| mate | rote | babe | cope |
| rate | | | |
| fate | made | robe | cone |
| gate | fade | | lone |
| hate | shade | | none |
| date | | ape | bone |
| state | side | tape | tone |
| | tide | nape | pone |
| bite | bide | rape | hone |
| mite | ride | cape | shone |
| site | hide | shape | stone |

| | | | |
|-------|------|------|-------|
| cane | home | hat | rot |
| pane | dome | hate | rote |
| bane | tome | | |
| lane | | mat | fad |
| mane | safe | mate | fade |
| fane | | | |
| | fife | pat | lad |
| fine | rife | pate | lade |
| line | | | |
| mine | mute | rat | mad |
| nine | cute | rate | made |
| pine | cube | | |
| tine | fume | sat | shad |
| dine | | sate | shade |
| shine | tune | | |
| | dune | met | hid |
| tame | nude | mete | hide |
| same | tube | | |
| came | lute | bit | rid |
| dame | | bite | ride |
| fame | rude | | |
| game | rune | sit | nod |
| lame | | site | node |
| name | bat | | |
| shame | bate | dot | rod |
| | | dote | rode |
| time | | | |
| rime | fat | not | nap |
| dime | fate | note | nape |
| lime | | | |

| | | | |
|------|-------|-------|-------|
| rap | ban | dun | cot |
| rape | bane | dune | cote |
| tap | fan | run | cod |
| tape | fane | rune | code |
| rip | man | dam | cop |
| ripe | mane | dame | cope |
| hop | pan | sham | con |
| hope | pane | shame | cone |
| lop | din | dim | cut |
| lope | dine | dime | cute |
| mop | fin | rim | cub |
| mope | fine | rime | cube |
| pop | pin | cat | fill |
| pope | pine | cate | file |
| top | sin | cap | still |
| tope | sine | cape | stile |
| rob | shin | can | mill |
| robe | shine | cane | mile |
| tub | tun | cam | mull |
| tube | tune | came | mule |

CHAPTER IV.

[Train the children to quickly sound the combinations of consonants which frequently recur at the beginning of words.]

| | | | |
|-------|-------|-------|----------|
| cat | spit | late | slim |
| scat | spite | plate | slime |
| scab | spade | plan | slag |
| scan | spume | plane | slug |
| scamp | spell | plat | slash |
| scot | spill | plot | slush |
| scope | spilt | plod | slang |
| scone | | plum | sling |
| scoff | lap | plume | slung |
| scud | clap | plug | slant |
| scull | clang | plash | slump |
| scup | clash | plush | |
| scum | clasp | | lash |
| scalp | clamp | | plash |
| | clot | slat | splash |
| pine | clod | slate | slash |
| spine | clog | slot | |
| spin | clip | sled | lit |
| span | clime | slide | splitted |
| spun | cling | slap | slit |
| sped | clung | slope | |
| spud | clump | slab | |
| spot | cleft | slam | lint |
| spat | cliff | slit | splint |

| | | | |
|-------|-------|-------|--------|
| lot | flush | brig | grape |
| blot | fling | brush | grip |
| bled | flung | bring | gripe |
| blab | flint | brand | grobe |
| blob | floss | brunt | grab |
| blame | fluff | | grub |
| blush | | rape | grin |
| blest | lad | drape | grim |
| bland | glad | drip | grime |
| blend | glade | drop | grog |
| blond | glide | drab | grist |
| blent | glib | drone | grand |
| blunt | globe | drum | grill |
| bless | glen | drag | gruff |
| bliss | glum | drug | |
| bluff | gland | drill | |
| | glint | drift | ride |
| led | glut | dress | pride |
| fled | gloss | dross | prude |
| flat | | | prate |
| flit | rat | frame | prop |
| flap | brat | from | probe |
| flip | brute | frog | prune |
| flop | bride | fresh | prim |
| flame | brad | frost | prime |
| flume | bribe | | prig |
| flag | bran | rate | print |
| flog | brine | grate | prompt |
| flash | brim | grit | press |
| flesh | brag | grade | prod |

| | | | |
|--------|--------|-------|--------|
| rig | trust | rate | rape |
| prig | trend | crate | crape |
| sprig | tramp | crape | scrape |
| sprit | trump | crab | scrap |
| sprite | tress | cram | scrub |
| sprat | truss | cramp | scruff |
| spring | trill | craft | |
| sprang | trull | crane | mite |
| sprung | | crash | smite |
| sprint | rap | crag | smote |
| | trap | crop | smut |
| rip | strap | croft | smug |
| trip | strip | crone | smash |
| tripe | stripe | cross | smell |
| trap | strop | crib | smelt |
| trope | strut | crime | |
| trite | stride | crimp | nip |
| trot | strode | crude | snip |
| trade | strum | crush | snipe |
| trod | string | crust | snub |
| tribe | strung | | snag |
| tram | strand | | snug |
| trim | stress | | snuff |
| trash | strife | | |

CHAPTER V.

[In the combination *wh*, although the *h* follows the *w*, it is pronounced before the *w*. In the oldest English it was written before the *w*. Thus, *why* and *white* were written *hwī* and *hwīt*. Except at the beginning of words or when doubled *s* is often sounded like *z*.]

| | | | |
|------|-------|-------|-------|
| wed | will | | gave |
| wide | well | win | shave |
| wade | welt | twin | save |
| wipe | wilt | twine | lave |
| wet | weld | twit | slave |
| wit | | twig | nave |
| wot | dwell | twang | wave |
| wane | dwelt | twist | pave |
| wen | | twill | rave |
| win | wing | | brave |
| wine | swing | wen | crave |
| wag | swung | when | drave |
| wig | swim | white | grave |
| wing | swam | whit | cave |
| west | swum | whet | |
| wist | swine | whip | cove |
| wish | swig | whop | clōve |
| wisp | swag | whim | wove |
| went | swish | whig | rove |
| wend | swift | whist | drove |
| wind | swell | whine | grove |
| wife | swill | whiff | stove |

| | | | |
|--------|------|-------|-------|
| trove | ax | gaze | use |
| strove | tax | haze | fuse |
| hove | lax | daze | ruse |
| | flax | blaze | these |
| five | wax | glaze | those |
| dive | | raze | |
| hive | sex | graze | zone |
| rive | vex | craze | zest |
| drive | | maze | zinc |
| strive | box | size | zed |
| wive | pox | prize | |
| | fox | doze | buzz |
| vat | flox | froze | fuzz |
| van | | gloze | whiz |
| vote | six | | |
| vine | fix | rise | as |
| vim | mix | wise | is |
| vest | | nose | his |
| vend | yes | rose | |
| vamp | yet | hose | |
| vent | yon | close | |
| vale | yam | pose | |
| vill | yell | | |
| vile | | | |

CHAPTER VI.

[The vowel *y* is sounded like *i* ; *ie* and final *ye* are sounded like *i* long ; *oe* and *oa* are like *o* long ; *ue* and *ew* are like *u* long ; *ee* and *ea* are like *e* long ; *ay* and *ai* are like *a* long ; *oo* is like *u* in *rude*. Drill thoroughly on all these phonograms.]

| | | | |
|------|-------|-------|------|
| toe | mew | tree | why |
| hoe | few | free | cry |
| doe | dew | spree | |
| foe | pew | | tie |
| roe | spew | tea | pie |
| woe | new | sea | die |
| sloe | stew | pea | fie |
| floe | drew | lea | hie |
| | grew | flea | lie |
| too | strew | plea | vie |
| moo | blew | | |
| boo | flew | my | dye |
| woo | slew | by | lye |
| coo | crew | try | rye |
| | screw | fry | bye |
| cue | clew | sty | |
| hue | yew | spy | say |
| due | | fy | stay |
| sue | bee | shy | bay |
| rue | see | fly | day |
| true | wee | sly | pay |
| blue | fee | ply | gay |
| flue | lee | dry | fay |
| glue | flee | pry | hay |
| clue | glee | spry | lay |

| | | | |
|-------|--------|-------|--------|
| flay | boat | boot | reed |
| play | stoat | hoot | read |
| splay | bloat | toot | |
| slay | float | soot | seed |
| may | gloat | shoot | steed |
| nay | groat | loot | speed |
| ray | | moot | deed |
| bray | mete | root | feed |
| dray | meet | coot | heed |
| fray | meat | scoot | bleed |
| gray | | | meed |
| pray | beet | mute | need |
| spray | feet | newt | breed |
| tray | sheet | | freed |
| stray | fleet | made | greed |
| way | sleet | maid | treed |
| sway | greet | | weed |
| | street | aid | tweed |
| gate | sweet | paid | creed |
| gait | | laid | screed |
| bait | beat | raid | |
| wait | neat | staid | bead |
| plait | seat | braid | lead |
| trait | heat | | plead |
| | feat | rode | mead |
| mote | peat | road | |
| moat | bleat | | roof |
| oat | pleat | load | proof |
| coat | treat | toad | hoof |
| goat | wheat | goad | woof |

| | | | |
|--------|--------|-------|--------|
| died | strain | noon | deem |
| lied | vain | loon | beam |
| hied | wain | swoon | |
| vied | swain | boon | gleam |
| tied | twain | spoon | ream |
| pied | | coon | bream |
| spied | lone | croon | dream |
| tried | loan | | stream |
| fried | | aim | cream |
| dried | moan | claim | scream |
| pried | roan | maim | fleam |
| plied | groan | | |
| | | foam | rope |
| pane | seen | loam | soap |
| pain | keen | roam | |
| | sheen | | coop |
| gain | green | room | hoop |
| stain | preen | broom | loop |
| fain | ween | groom | sloop |
| lain | screen | boom | stoop |
| blain | | doom | poop |
| plain | wean | loom | droop |
| slain | bean | bloom | troop |
| main | dean | gloom | swoop |
| rain | lean | | scoop |
| brain | glean | seem | |
| drain | mean | seam | leap |
| grain | clean | | heap |
| sprain | | teem | reap |
| train | moon | team | neap |

| | | | |
|-------|--------|--------|--------|
| keep | sleeve | boost | paint |
| deep | reeve | roost | plaint |
| peep | | | saint |
| steep | leave | ease | taint |
| sheep | heave | tease | faint |
| sleep | weave | please | |
| weep | cleave | | rude |
| sweep | | ooze | rood |
| creep | groove | booze | |
| | | | food |
| safe | waist | breeze | mood |
| waif | | freeze | brood |
| | beast | wheeze | snood |
| beef | feast | | |
| reef | least | leash | rude |
| | yeast | | shrewd |
| leaf | | | |
| sheaf | boast | hoax | lewd |
| | coast | | |
| oaf | toast | | |
| loaf | roast | | |

CHAPTER VII.

[The sounds of some of the vowels are altered before *r*. The most considerable changes are in the sounds of the phonograms *a* and *ai*.

| | | | |
|-------|-------|--------|-------|
| ore | ire | beard | cur |
| oar | fire | | fur |
| | dire | dear | blur |
| bore | hire | deer | slur |
| boar | shire | | spur |
| | mire | sneer | purr |
| sore | spire | sheer | burr |
| soar | sire | leer | |
| | tire | fleece | fir |
| hoar | wire | peer | sir |
| roar | | | stir |
| | pyre | here | |
| board | lyre | mere | urn |
| hoard | | sere | burn |
| | ear | | turn |
| shore | hear | cure | spurn |
| gore | fear | pure | |
| more | gear | sure | fern |
| snore | blear | lure | |
| pore | smear | | corn |
| spore | near | boor | horn |
| tore | sear | moor | born |
| store | spear | poor | morn |
| wore | rear | | thorn |
| swore | drear | for | scorn |
| core | tear | nor | |
| score | year | | form |
| yore | shear | her | storm |

| | | | |
|-------|--------|--------|-------|
| firm | serf | hard | hair |
| | surf | lard | hare |
| hurt | turf | bard | stair |
| blurt | scurf | card | stare |
| spurt | | yard | fair |
| curt | curve | | fare |
| dirt | serve | harm | lair |
| skirt | nerve | farm | bare |
| girt | swerve | | care |
| shirt | | barn | scare |
| flirt | car | darn | tare |
| pert | scar | tarn | spare |
| | bar | yarn | dare |
| short | tar | | share |
| | star | barb | flare |
| bird | far | garb | glare |
| gird | mar | | mare |
| herd | par | carp | snare |
| sherd | spar | harp | rare |
| curd | gar | sharp | ware |
| | | | |
| girl | cart | carve | bar |
| whirl | part | starve | bare |
| swirl | dart | | car |
| twirl | hart | marl | care |
| curl | mart | snarl | star |
| hurl | smart | | stare |
| furl | tart | pare | spar |
| purl | start | pair | spare |

CHAPTER VIII.

[*C*, (except before *e*, *i*, or *y*) *k*, and *ck*, are all sounded alike, *k* being used before *e*, *i*, or *y* and the digraph *ck* being used after a short vowel. Note that the digraph *nk* is not sounded by simply pronouncing *n* and then *k*, but the *n* sound is altered somewhat. Therefore, the words in *nk* should be studied by learning the phonograms *ank*, *ink*, etc., not by sounding the individual letters.]

| | | | |
|-------|--------|--------|--------|
| cat | skill | spoke | streak |
| kit | | stoke | weak |
| kite | cake | yoke | tweak |
| can | take | coke | creak |
| cane | bake | smoke | |
| kin | sake | broke | seek |
| kine | stake | stroke | peek |
| ken | shake | woke | week |
| keen | lake | | leek |
| kid | flake | oak | sleek |
| kip | slake | soak | meek |
| keep | make | cloak | reek |
| keg | snake | croak | greek |
| king | rake | | creek |
| kink | brake | duke | |
| kiss | drake | fluke | back |
| kill | wake | | tack |
| | crake | beak | stack |
| scat | | teak | pack |
| skip | pike | peak | hack |
| skim | spike | speak | jack |
| skin | dike | sneak | lack |
| skene | like | leak | black |
| skimp | strike | bleak | sack |
| skiff | | creak | slack |
| skirt | poke | freak | smack |

| | | | |
|-------|--------|-------|-------|
| snack | sock | risk | link |
| rack | pock | brisk | blink |
| crack | stock | frisk | clink |
| track | dock | whisk | slink |
| whack | hock | desk | mink |
| clack | shock | dusk | rink |
| | rock | musk | brink |
| peck | lock | tusk | drink |
| speck | flock | rusk | wink |
| deck | mock | | clink |
| reck | smock | bank | kink |
| fleck | cock | tank | |
| neck | clock | sank | bunk |
| beck | crock | hank | sunk |
| | | lank | spunk |
| tick | suck | rank | funk |
| sick | stuck | shank | hunk |
| stick | duck | spank | slunk |
| pick | tuck | blank | drunk |
| lick | luck | flank | trunk |
| flick | pluck | plank | skunk |
| slick | muck | drank | |
| nick | ruck | frank | ilk |
| rick | truck | prank | milk |
| brick | struck | clank | silk |
| prick | cluck | crank | bilk |
| trick | shuck | yank | bulk |
| wick | buck | | sulk |
| click | | ink | skulk |
| kick | disc | sink | hulk |
| spick | disk | pink | elk |

| | | | |
|-------|-------|-------|-------|
| act | bake | peek | Luke |
| fact | back | peak | luck |
| tact | | peck | |
| pact | take | | puke |
| tract | tack | spike | Puck |
| sect | | spick | |
| | sake | speak | poke |
| bark | sack | speck | pock |
| dark | | | |
| hark | rake | beak | smoke |
| mark | rack | beck | smock |
| lark | | | |
| park | lake | reek | stoke |
| stark | lack | reck | stock |
| shark | | | |
| spark | slake | week | coke |
| | slack | weak | cock |
| jerk | | wick | |
| clerk | stake | | soak |
| lurk | stack | creek | sock |
| dirk | | creak | |
| shirk | like | crick | croak |
| | lick | | crock |
| cork | | | |
| fork | pike | duke | cloak |
| stork | pick | duck | clock |

CHAPTER IX.

[Before *e*, *i*, or *y* the consonant *c* and the combination *sc* are pronounced like *s*.]

| | | | |
|-------|--------|--------|--------|
| sent | ace | twice | base |
| cent | face | truce | case |
| scent | lace | spruce | dose |
| | place | fleece | close |
| seen | pace | peace | use |
| scene | space | | goose |
| | dace | farce | loose |
| cere | mace | parse | moose |
| sere | race | sparse | noose |
| seer | grace | horse | geese |
| sear | brace | hoarse | grease |
| | trace | coarse | cease |
| cede | ice | curse | |
| seed | nice | nurse | fence |
| | mice | purse | hence |
| cell | dice | terse | pence |
| sell | spice | burst | whence |
| celt | lice | curst | sense |
| | slice | first | dense |
| cyme | splice | thirst | dunce |
| cyst | rice | else | since |
| | price | pulse | prince |
| cite | trice | apse | wince |
| site | vice | lapse | rinse |

CHAPTER X.

[*J*, *dʒ*, and also *g* in most of the words where it comes before *e*, *i*, or *y*, are pronounced alike. The digraph *dʒ* is used for this sound after a short vowel.]

| | | | |
|------|---------|--------|--------|
| jump | age | lodge | leg |
| jet | cage | judge | ledge |
| jut | page | budge | |
| jute | rage | fudge | rig |
| jade | wage | nudge | ridge |
| jam | gage | grudge | |
| jib | stage | drudge | brig |
| jibe | huge | trudge | bridge |
| jab | doge | ridge | |
| jag | | bridge | bug |
| jog | large | midge | budge |
| joke | gorge | | |
| jig | urge | fringe | drug |
| jug | surge | hinge | drudge |
| just | splurge | singe | |
| jilt | dirge | tinge | jug |
| jeer | merge | cringe | judge |
| jar | verge | lunge | |
| jay | | plunge | hug |
| jew | bulge | | huge |
| jest | bilge | dog | |
| gin | | dodge | sing |
| gist | badge | doge | singe |
| gyre | hedge | | |
| gyve | ledge | rag | ting |
| gibe | sledge | rage | tinge |
| germ | pledge | | |
| gill | dredge | bag | lung |
| gest | wedge | badge | lunge |

CHAPTER XI.

[The combination *ch* generally has the same sound as *tc*. The *h* sound of *ch* had better be taught later. The trigraph *tch* is generally used after a short vowel.]

| | | | |
|---------|---------|--------|--------|
| each | scratch | hutch | finch |
| teach | latch | | clinch |
| peach | batch | each | flinch |
| reach | hatch | etch | winch |
| preach | patch | | |
| bleach | itch | reach | arch |
| speech | ditch | retch | march |
| screech | pitch | | parch |
| beech | stitch | poach | larch |
| beach | witch | botch | starch |
| leech | switch | | torch |
| leach | twitch | bunch | scorch |
| breech | flitch | punch | lurch |
| breach | etch | hunch | perch |
| coach | fetch | lunch | birch |
| poach | stretch | munch | smirch |
| roach | sketch | crunch | |
| broach | retch | bench | belch |
| such | vetch | tench | filch |
| much | notch | stench | milch |
| rich | botch | blench | mulch |
| which | crotch | drench | gulch |
| catch | blotch | trench | |
| match | clutch | wench | chop |
| snatch | crutch | pinch | chip |

| | | | |
|-------|--------|--------|--------|
| chap | chin | cheek | charm |
| cheap | chine | chuck | churl |
| cheep | chain | choke | churn |
| chat | chess | chock | chirp |
| chit | chest | chick | champ |
| cheat | chose | cheer | chaff |
| chide | choose | chore | chink |
| chase | cheese | chair | chunk |
| chub | chill | char | church |
| chum | chafe | chart | chew |
| chime | check | charge | chintz |

CHAPTER XII.

[The letter *q* is only found in the combination *qu* in which the *q* is pronounced like *k* and the *u* like *w*. Note the two sounds of *th*.]

| | | | |
|--------|---------|--------|----------|
| quit | quick | kith | mirth |
| quite | quake | smith | girth |
| quote | quack | cloth | firth |
| quid | quint | tooth | |
| queen | quaint | booth | fifth |
| quince | | sooth | sixth |
| quench | square | ruth | tenth |
| quell | squire | truth | filth |
| quelch | squint | loath | length |
| quill | squeak | teeth | strength |
| quilt | squeeze | heath | |
| quail | squirt | sheath | thud |
| quire | squelch | faith | thane |
| queer | | | theme |
| quest | pith | birth | thew |

| | | | |
|--------|--------|---------|--------|
| thill | thrum | bathe | scythe |
| thole | thrust | lathe | loathe |
| thin | thrush | scathe | the |
| thing | thrift | swathe | thee |
| thug | throe | tithe | thy |
| thump | thrash | lithe | then |
| thick | thrive | blithe | than |
| think | throve | withe | that |
| thank | throng | clothe | them |
| thatch | threw | seethe | thine |
| third | thrice | breathe | this |
| thirst | thrill | sheathe | thus |
| three | throat | soothe | these |
| throb | thwack | smoothe | those |
| throne | | | |

CHAPTER XIII.

[Pronounce alike (1) *oi* and *oy*, (2) *au* and *aw*, (3) *ou* and *ow*.]

| | | | |
|-------|--------|-------|-------|
| boy | foist | claw | braw |
| toy | point | flaw | craw |
| coy | joint | slaw | draw |
| cloy | void | maw | straw |
| troy | coif | taw | |
| coin | choice | yaw | hawk |
| join | voice | caw | gawk |
| loin | | daw | |
| groin | paw | haw | lawn |
| moist | saw | thaw | fawn |
| hoist | jaw | squaw | dawn |
| joist | law | raw | pawn |

| | | | |
|--------|--------|--------|---------|
| spawn | how | loud | house |
| brawn | thou | cloud | mouse |
| drawn | | proud | souse |
| prawn | down | shroud | louse |
| sawn | town | | douse |
| yawn | brown | out | grouse |
| | drown | shout | chouse |
| taut | frown | stout | |
| daub | crown | bout | oust |
| | gown | scout | |
| fraud | clown | gout | couch |
| gaud | | lout | pouch |
| | noun | clout | slouch |
| gauze | | flout | crouch |
| pause | bound | pout | vouch |
| clause | found | spout | |
| cause | pound | snout | south |
| hawse | hound | rout | mouth |
| | round | sprout | drouth |
| cow | ground | trout | |
| scow | sound | | ounce |
| mow | mound | our | bounce |
| now | wound | flour | flounce |
| bow | | sour | trounce |
| vow | count | scour | jounce |
| row | mount | | pounce |
| brow | fount | rouse | |
| prow | | spouse | |
| sow | crowd | blouse | lounge |

CHAPTER XIV.

[In the following words preceding the word "*all*" *a* by some is sounded as in *fat*. By others it is sounded as in *far*. Many of those who are most careful about their pronunciation give it neither the sound of *a* in *fat* nor of *a* in *far*, but a sound between these two extremes. Note that in the following words which contain the letter *l* followed by *m*, *f*, or *v*, the letter *l* is not sounded, but serves to give the above described sound to the immediately preceding vowel *a*.

Before *ll*, *ll*, or *ld* the letter *a* is usually sounded as in *ball*. Usually after *w* or *qu* the letter *a*, if followed by an *r*, is sounded as in *ball*, and if not, is sounded similarly, but somewhat shorter. In "*talk*," etc., the only effect of the *l* is to give the *aw* sound to the preceding *a*.]

| | | | |
|-------|--------|-------|--------|
| bath | class | can't | palm |
| path | glass | chant | balm |
| lath | lass | grant | qualm |
| | mass | slant | calm |
| ask | brass | | alms |
| bask | grass | chaff | |
| task | | quaff | |
| cask | clasp | staff | all |
| flask | rasp | haft | ball |
| mask | hasp | raft | call |
| | gasp | craft | fall |
| fast | grasp | draft | hall |
| cast | | graft | gall |
| past | dance | waft | tall |
| last | chance | shaft | stall |
| blast | lance | | pall |
| mast | glance | half | wall |
| | trance | calf | mall |
| ass | | halve | small |
| pass | pant | salve | squall |
| bass | sha'nt | calve | thrall |

| | | | |
|-------|--------|-------|--------|
| salt | warm | was | swap |
| halt | warn | what | swath |
| malt | warp | wad | swan |
| waltz | ward | wasp | swamp |
| | wart | wash | swash |
| bald | warmth | want | quash |
| scald | dwarf | wan | squash |
| | thwart | wand | squat |
| talk | wharf | watch | squab |
| walk | war | swab | squad |
| calk | swarm | | |
| balk | sward | | |
| chalk | swart | | |
| stalk | quart | | |

CHAPTER XV.

[Test and drill thoroughly on all vowel sounds.]

| | | | |
|-------|-------|-------|------|
| all | spile | stile | gull |
| awl | spoil | still | gilt |
| ale | spool | style | |
| ail | spilt | stole | dale |
| oil | | stool | dell |
| eel | sale | stilt | deal |
| owl | sail | | doll |
| | salt | kale | dole |
| ball | sell | call | dull |
| bald | seal | caul | |
| bawl | sill | keel | fail |
| bell | soil | kill | fall |
| bill | sole | coil | fell |
| bile | | cool | feel |
| boil | tale | coal | felt |
| belt | tail | cowl | fill |
| | tall | cull | file |
| pall | tell | kilt | foil |
| pale | teal | kelp | foal |
| pail | till | | fool |
| pile | tile | scale | fowl |
| pill | tilt | scalp | |
| peel | toil | scald | hail |
| peal | tole | skill | hale |
| pelt | tool | skull | haul |
| pool | | scowl | hall |
| pole | stale | | halt |
| | stall | gale | hell |
| spell | steel | gall | help |
| spill | steal | goal | heel |

| | | | |
|-------|--------|--------|-------|
| heal | mill | brawl | vill |
| hill | mile | broil | vile |
| hilt | moil | | |
| hole | mole | crawl | wail |
| hull | mull | creel | wall |
| howl | mule | scrawl | well |
| | | | weal |
| chill | small | drawl | welt |
| jail | smell | drill | will |
| gill | smelt | drool | wilt |
| | smile | | wile |
| shale | | frail | |
| shawl | nail | frill | dwelt |
| shell | null | | dwelt |
| shoal | snail | grail | |
| | | grill | swale |
| thill | quail | growl | swell |
| thole | quell | | swill |
| | quilt | sprawl | |
| leal | quill | prowl | twill |
| loll | squall | | |
| lull | squeal | trail | whale |
| flail | | trawl | wheel |
| | rail | trill | while |
| male | reel | trull | |
| mail | rill | | yawl |
| mall | roil | thrall | yell |
| maul | role | thrill | yule |
| malt | rule | | |
| meal | | vail | fault |
| melt | brail | veal | vault |

CHAPTER XVI.

[Have the children at their seats discover the primitive words from which the following are derived and build the primitives with their letters. Let the children pronounce both the primitive and its derivatives. In this connection the teacher may usefully give language lessons to teach the force of the endings. These lessons may be quick oral exercises illustrating the use of a primitive and its derivatives.]

| | | | |
|--------|--------|--------|---------|
| cats | beaks | necks | shirts |
| claws | wings | ears | vests |
| dogs | nests | lips | socks |
| hounds | trees | mouths | strings |
| tails | twigs | chins | clocks |
| paws | straws | cheeks | chairs |
| pigs | sticks | beards | stools |
| hogs | weeds | hairs | beds |
| snouts | yards | curls | quilts |
| cows | rocks | lungs | sheets |
| horns | bees | waists | cloths |
| hoofs | wasps | belts | boys |
| beasts | stings | shawls | girls |
| birds | fleas | coats | stilts |
| fowls | flies | skirts | dolls |
| hens | bugs | boots | toys |
| ducks | hands | muffs | tops |
| gulls | arms | furs | balls |
| hawks | fists | hats | flags |
| owls | legs | caps | sleds |
| quails | toes | cuffs | hoops |
| larks | heels | beads | drums |
| jays | backs | chains | swings |

| | | | |
|---------|---------|---------|--------|
| cents | roads | sounds | coals |
| coins | streets | bells | burns |
| quarts | parks | gongs | wars |
| pecks | paths | harps | pills |
| cries | lawns | songs | trunks |
| shouts | grounds | days | bags |
| yells | hills | weeks | plums |
| howls | walks | years | nuts |
| tears | ways | fools | pumps |
| gasps | crowds | halls | baths |
| screams | cars | stairs | tubs |
| frowns | trains | roofs | nouns |
| roars | carts | stars | verbs |
| kicks | hacks | clouds | cards |
| stamps | wheels | winds | trumps |
| clams | shafts | spoons | dreams |
| shells | boards | forks | winks |
| eels | planks | cups | acts |
| frogs | saws | jugs | cells |
| ponds | tools | jars | walls |
| banks | chips | wells | bricks |
| streams | nails | pails | truths |
| pools | screws | casks | joints |
| boats | beans | lamps | chops |
| oars | peas | spools | |
| sails | beets | pins | grapes |
| masts | seeds | churns | cores |
| squalls | pinks | cracks | cakes |
| rafts | hoes | streaks | dimes |
| towns | heaps | stains | fifes |

| | | | |
|---------|---------|-----------|----------|
| tunes | hives | races | switches |
| pipes | times | prices | sketches |
| scales | gates | bases | crutches |
| squares | spades | cases | bunches |
| spikes | miles | uses | benches |
| stoves | slates | cheeses | pinches |
| fires | globes | horses | churches |
| flames | brutes | nurses | couches |
| homes | crimes | purses | ounces |
| brides | panes | classes | |
| wives | sides | houses | singer |
| babes | hopes | fences | helper |
| names | jokes | blazes | painter |
| leaves | kites | sizes | farmer |
| pinet | yokes | noses | reader |
| lakes | smiles | roses | printer |
| waves | whales | cages | seller |
| shores | | stages | sleeper |
| stripes | kisses | hedges | hunter |
| ropes | dresser | wedges | hearer |
| tubes | flashes | bridges | speaker |
| lanes | dishes | judges | kicker |
| snakes | fishes | hinges | drinker |
| mares | brushes | peaches | milker |
| manes | blushes | speeches | teacher |
| bones | axes | coaches | preacher |
| males | boxes | matches | player |
| stores | foxes | scratches | catcher |
| sleeves | faces | ditches | pitcher |
| spines | places | stitches | watcher |

| | | | |
|----------|-----------|-------------|--------------|
| sweeter | sinful | sleepy | sadness |
| sweetest | useful | lucky | gladness |
| sourer | hateful | leaky | fairness |
| sourest | fretful | greedy | stillness |
| sharper | watchful | rocky | sharpness |
| sharpest | shameful | hilly | dullness |
| duller | | roomy | coolness |
| dullest | helpless | mossy | greenness |
| poorer | careless | | whiteness |
| poorest | fearless | poorly | blackness |
| richer | endless | finely | darkness |
| richest | faultless | sweetly | thickness |
| longer | blameless | neatly | lameness |
| longest | | quickly | weakness |
| shorter | boyish | swiftly | sweetness |
| shortest | girlish | bravely | rawness |
| thicker | foolish | freshly | sourness |
| thickest | clownish | wisely | smallness |
| smaller | sweetish | promptly | calmness |
| smallest | sourish | usefully | carelessness |
| taller | smallish | shamefully | helplessness |
| tallest | | fretfully | fearlessness |
| meaner | dirty | hatefully | usefulness |
| meanest | dusty | watchfully | hatefulness |
| warmer | rainy | foolishly | watchfulness |
| warmest | misty | boyishly | childishness |
| gayer | windy | carelessly | boyishness |
| gayest | cloudy | fearlessly | foolishness |
| calmer | chilly | helplessly | sleepiness |
| calmest | sandy | faultlessly | greediness |

| | | | |
|------------|----------|----------|-----------|
| sweeten | boiled | sawed | brushes |
| lessen | cleaning | frowning | brushed |
| freshen | cleans | frowns | snatching |
| dampen | cleaned | frowned | snatches |
| shorten | thanking | limping | snatched |
| lengthen | thanks | limps | watching |
| harden | thanked | limped | watches |
| blacken | staying | swelling | watched |
| stiffen | stays | swells | mixing |
| strengthen | stayed | swelled | mixes |
| weaken | asking | thawing | mixed |
| | asks | thaws | scorching |
| singing | asked | thawed | scorches |
| ringing | calling | joining | scorched |
| bringing | calls | joins | tossing |
| swinging | called | joined | tosses |
| clinging | dreaming | spilling | tossed |
| springing | dreams | spills | smashing |
| | dreamed | spilled | smashes |
| jumping | drowning | marking | smashed |
| jumps | drowns | marks | reaching |
| jumped | drowned | marked | reaches |
| playing | burning | stewing | reached |
| plays | burns | stews | |
| played | burned | stewed | resting |
| sleeping | sucking | | rests |
| sleeps | sucks | kissing | rested |
| slept | sucked | kisses | lifting |
| boiling | sawing | kissed | lifts |
| boils | saws | brushing | lifted |

| | | | |
|-----------|-----------|----------|-----------|
| wanting | floating | hits | hemming |
| wants | floats | hitting | grins |
| wanted | floated | stops | grinned |
| starting | pointing | stopped | grinning |
| starts | points | stopping | drags |
| started | pointed | hops | dragged |
| acting | shouting | hopped | dragging |
| acts | shouts | hopping | steps |
| acted | shouted | drops | stepped |
| ending | cheating | dropped | stepping |
| ends | cheats | dropping | fans |
| ended | cheated | robs | fanned |
| twisting | pounding | robbed | fanning |
| twists | pounds | robbing | rubs |
| twisted | pounded | robber | rubbed |
| squirting | squinting | begs | rubbing |
| squirts | squints | begged | rubber |
| squirted | squinted | begging | rams |
| planting | waiting | beggar | rapped |
| plants | waits | slams | rapping |
| planted | waited | slammed | pins |
| dusting | counting | slamming | pinned |
| dusts | counts | slips | pinning |
| dusted | counted | slipped | strips |
| tending | hooting | slipping | stripped |
| tends | hoots | wags | stripping |
| tended | hooted | wagged | digs |
| painting | | wagging | digging |
| paints | cuts | hems | digger |
| painted | cutting | hemmed | dug |

| | | | |
|----------|-----------|----------|----------|
| dips | hugs | blots | makes |
| dipped | hugged | blotting | making |
| dipping | hugging | blotted | maker |
| dipper | | blotter | votes |
| flogs | rots | | voted |
| flogged | rotting | hopes | voting |
| flogging | rotted | hoped | voter |
| whips | rotten | hoping | fades |
| whipped | struts | cures | faded |
| whipping | strutted | cured | fading |
| slaps | strutting | curing | snores |
| slapped | spots | hates | snored |
| slapping | spotted | hated | snoring |
| hems | spotting | hating | snorer |
| hemmed | nods | bites | dines |
| hemming | nodded | biting | dined |
| runs | nodding | bitten | dining |
| running | wets | smokes | rides |
| runner | wetted | smoked | riding |
| sins | wetting | smoking | rider |
| sinned | trots | smoker | drives |
| sinning | trotted | shades | driving |
| sinner | trotting | shaded | driver |
| swims | trotter | shading | takes |
| swimming | fits | wipes | taking |
| swimmer | fitted | wiped | taken |
| drums | fitting | wiping | taker |
| drummed | pets | saves | strikes |
| drumming | petted | saved | striking |
| drummer | petting | saving | striker |

| | | | |
|-----------|----------|---------|----------|
| dares | likes | danced | slimmer |
| dared | liked | dances | slimmest |
| daring | liking | dancing | fatter |
| stares | | dancer | fattest |
| stared | placed | dancers | bigger |
| staring | places | | biggest |
| slides | placing | finer | wetter |
| sliding | sliced | finest | wettest |
| shaves | slices | nicer | |
| shaved | slicing | nicest | shady |
| shaving | laced | safer | icy |
| scrapes | laces | safest | shiny |
| scraped | lacing | wider | rosy |
| scrapping | used | widest | crazy |
| scraper | uses | later | breezy |
| whines | using | latest | greasy |
| whined | blazed | riper | tiny |
| whining | blazes | ripest | muddy |
| waves | blazing | whiter | foggy |
| waved | freeze | whitest | funny |
| waving | freezes | viler | skinny |
| planes | freezing | vilest | baggy |
| planed | rises | braver | sunny |
| planing | rising | bravest | |
| dives | closed | lamer | baby |
| diving | closes | lamest | babies |
| diver | closing | hotter | lady |
| cares | pinched | hottest | ladies |
| cared | pinches | redder | ruby |
| caring | pinching | reddest | rubies |

| | | | |
|------------|-----------|------------|--------------|
| pony | carry | cozy | absent |
| ponies | carries | cozier | absence |
| posy | carried | coziest | present |
| posies | carrying | noisy | presence |
| navy | hurry | noisier | distant |
| navies | hurries | noisiest | distance |
| fairy | hurried | noisily | different |
| fairies | hurrying | saucy | difference |
| penny | vary | saucier | impudent |
| pennies | varies | sauciest | impudence |
| puppy | varied | saucily | prudent |
| puppies | varying | sauciness | prudence |
| buggy | happy | silly | confident |
| buggies | happier | sillier | confidence |
| dolly | happiest | silliest | silent |
| dollies | happily | silliness | silence |
| gypsy | happiness | merry | ignorant |
| gypsies | dizzy | merrier | ignorance |
| fancy | dizzier | merriest | indulgent |
| fancies | dizziest | merrily | indulgence |
| fanciful | dizzily | sleepy | impertinent |
| fancifully | dizziness | sleepier | impertinence |
| mercy | easy | sleepiest | abundant |
| mercies | easier | sleepily | abundance |
| merciful | easiest | sleepiness | frequent |
| mercifully | easily | lazy | frequency |
| marry | clumsy | lazier | decent |
| marries | clumsier | laziest } | decency |
| married | clumsiest | lazily | infant |
| marrying | clumsily | laziness | infancy |

CHAPTER XVII.

| | | | |
|--------|---------|----------|-----------|
| hats | strips | meted | stripping |
| hates | stripes | strutted | striping |
| mats | twins | fluted | canning |
| mates | twines | grinned | caning |
| taps | hops | lined | matting |
| tapes | hopes | whipped | mating |
| pans | mops | wiped | ratting |
| panes | mopes | slammed | rating |
| plans | dots | shamed | planning |
| planes | dotes | rapped | planing |
| plats | robs | scraped | plattling |
| plates | robes | robbed | plating |
| slats | plums | robed | hopping |
| slates | plumes | mopped | hoping |
| bits | ruts | moped | lopping |
| bites | brutes | rubbed | loping |
| rids | tubs | cubed | slopping |
| rides | tubes | | sloping |
| pips | tuns | pinning | robbing |
| pipes | tunes | pinning | robing |
| pins | | ridding | stunning |
| pinés | matted | riding | tuning |
| dims | mated | bitting | |
| dimes | spitted | biting | bitter |
| spins | spited | dinning | biter |
| spines | dotted | dining | dipper |
| spits | doted | bidding | piper |
| spites | netted | biding | dinner |

| | | | |
|---------|--------|--------|----------|
| diner | polar | tidy | truly |
| sinner | mutter | giddy | sully |
| shiner | muter | Mary | puny |
| winner | cutter | marry | sunny |
| whiner | cuter | baby | |
| bidder | rubber | tabby | dimly |
| wider | tuber | lady | timely |
| hatter | runner | caddy | flatly |
| hater | tuner | shady | lately |
| latter | letter | daddy | surely |
| later | meter | dairy | surly |
| platter | | tarry | |
| plater | holy | daily | baker |
| matter | holly | dally | backer |
| cater | bony | gayly | shaker |
| dapper | bonny | tally | blacker |
| paper | story | peaty | maker |
| sapper | sorry | petty | cracker |
| taper | fogy | weedy | striker |
| rammer | foggy | eddy | sicker |
| lamer | bogy | freely | poker |
| stopper | boggy | belly | rocker |
| toper | tiny | mealy | taking |
| totter | tinny | jelly | tacking |
| voter | shiny | booby | striking |
| slobber | shinny | lobby | kicking |
| sober | wily | dainty | smoking |
| dollar | Willy | shanty | stocking |
| solar | briny | duly | yoking |
| collar | whinny | dully | shocking |

| | | | |
|---------|---------|---------|----------|
| poked | pages | wager | stager |
| locked | badges | badger | stagger |
| waked | wages | swagger | wagging |
| cracked | wedges | beggar | waging |
| liked | cages | ledger | singing |
| licked | bridges | plunger | singeing |

CHAPTER XVIII.

[This chapter is intended to furnish opportunity to drill in dividing words into syllables.]

| | | |
|------------|-----------|-----------|
| bonnet | bracelet | matchbox |
| tippet | necklace | ashes |
| mitten | earrings | cinders |
| rubbers | ribbons | ashbin |
| leggings | cotton | dustbin |
| gaiters | muslin | rubbish |
| bootlace | flannel | barrel |
| slippers | velvet | basket |
| stockings | calico | bucket |
| garters | plaything | chimney |
| trowsers | cannon | stovepipe |
| pockets | powder | damper |
| jackets | pistol | dinner |
| buttons | ramrod | supper |
| overcoat | cartridge | appetite |
| collar | kitchen | hungry |
| necktie | coalbin | thirsty |
| scarfpin | coalhod | napkin |
| watchchain | charcoal | toothpick |
| locket | kindlings | teapot |

| | | |
|-----------|-------------|--------------|
| teacup | carrot | berry |
| saucer | parsnip | berries |
| teaspoon | succotash | cranberry |
| goblet | potato | strawberries |
| tumbler | tomato | blackberries |
| pitcher | potatoes | currants |
| water | tomatoes | blueberries |
| coffee | muffin | garden |
| lemonade | platter | flower |
| butter | pieplate | cultivate |
| pepper | custard | blossom |
| vinegar | sago | pansy |
| mustard | nutmeg | pansies |
| mutton | ginger | roses |
| roastbeef | cinnamon | tulips |
| gravy | spices | daisy |
| sausage | vanilla | daisies |
| bacon | flavor | violet |
| crackers | sauces | hollyhock |
| chicken | icecream | lilac |
| turkey | candy | spider |
| stuffing | candies | cobweb |
| lobster | gumdrops | grasshopper |
| oyster | peppermints | butterfly |
| codfish | peanuts | butterflies |
| bluefish | walnuts | hornet |
| herring | cider | kitten |
| haddock | tobacco | rabbit |
| turnip | cherry | parrot |
| cabbage | cherries] | canary |

| | | |
|--------------|------------|------------|
| catbird | serpent | ruler |
| robin | over | paper |
| blackbird | under | eraser |
| starling | upward | singing |
| bobolink | downward | music |
| bluebird | forward | organ |
| kingbird | backward | trumpet |
| bluejay | bottom | drumstick |
| fishhawk | inside | wedding |
| seagull | outside | bridegroom |
| screechowl | haycart | husband |
| partridge | upset | sister |
| whippoorwill | fragments | father |
| peacock | injury | sunrise |
| raven | hospital | daytime |
| ostrich | liniment | morning |
| circus | ointment | afternoon |
| pony | sympathy | sunset |
| ponies | treatment | evening |
| gallop | cannot | bedtime |
| canter | children | yesterday |
| tiger | racket | Sunday |
| lion | telltale | Sabbath |
| panther | blackboard | Saturday |
| buffalo | crayon | Friday |
| buffaloes | number | Thursday |
| grizzly | reading | weekly |
| zebra | spelling | suddenly |
| antelope | inkstand | moment |
| hippopotamus | pencil | twinkling |

| | | |
|-------------|------------|------------|
| village | hairbrush | passenger |
| cottage | toothbrush | brakeman |
| arbor | wardrobe | fireman |
| gallery | drawer | engineer |
| balcony | mirror | streetcar |
| garret | carpet | conductor |
| gutter | oilcloth | bellrope |
| sewer | armchair | trolley |
| cistern | lampshade | current |
| cellar | ladder | electric |
| shutter | hammer | joiner |
| padlock | putty | carpenter |
| stairway | hatchet | mason |
| parlor | whetstone | bricklayer |
| hallway | auger | hodcarrier |
| entry | trowel | blacksmith |
| bathroom | thunder | tinner |
| closet | shower | slater |
| bathtub | umbrella | baker |
| bedroom | waterproof | sailor |
| bedclothes | sunshine | tailor |
| blanket | parasol | barber |
| counterpane | awning | fiddler |
| mattress | steamboat | watchmaker |
| gasjet | vessel | jeweler |
| washstand | railroad | hatter |
| faucet | railway | brewer |
| towel | baggage | steward |
| slopjar | luggage | waiter |
| soapdish | passage | servant |

| | | |
|------------|---------|---------------------|
| coachman | begin | caucus |
| hackman | excuse | party |
| expressman | expect | ballot |
| teamster | attend | Republican |
| fisherman | untie | Democratic |
| gardener | prepare | minority |
| milliner | admire | majority |
| grocer | provoke | president |
| druggist | mistake | senator |
| merchant | compare | superiority |
| customer | occur | inferiority |
| banker | avoid | humility |
| doctor | ago | ability |
| lawyer | assist | inability |
| minister | annoy | nobility |
| quarrel | destroy | possibility |
| quarter | supply | impossibility |
| dollar | indulge | incomprehensibility |
| hundred | oblige | incapacity |
| thousand | explain | insensibility |
| shilling | appear | inimitability |
| gallon | refuse, | incompressibility |
| census | confuse | incompatibility |
| negro | reply | incompetency |
| mulatto | embrace | indefatigability |
| hero | erase | inflexibility |
| zero | enjoy | uninterruptedly |
| veto | betray | unexpectedness |
| motto | succeed | incorruptibility |
| solo | delay | inaccuracy |

CHAPTER XIX.

[The following classes of irregularities deserve attention.]

| | | | |
|-------|----------|--------|---------|
| book | grind | haste | jowl |
| cook | wind | taste | pillow |
| hook | blind | waste | willow |
| look | | baste | billow |
| nook | mild | chaste | yellow |
| took | child | paste | fellow |
| shook | wild | | bellow |
| brook | | blow | mellow |
| foot | head | flow | tallow |
| wool | dead | grow | shallow |
| wood | bread | show | hallow |
| hood | lead | bow | sallow |
| good | read | low | mallow |
| stood | stead | below | callow |
| | dread | tow | hollow |
| old | tread | glow | follow |
| bold | spread | aglow | arrow |
| cold | breadth | mow | narrow |
| gold | death | snow | sparrow |
| fold | breath | row | farrow |
| hold | health | crow | barrow |
| told | healthy | throw | harrow |
| mold | wealth | sown | burrow |
| sold | wealthy | blown | furrow |
| | meant | flown | borrow |
| find | feather | mown | sorrow |
| mind | weather | grown | morrow |
| bind | leather | thrown | elbow |
| kind | pleasant | shown | window |
| rind | pheasant | bowl | shadow |

CHAPTER XX.

[At the beginning of a word *kn* is pronounced like *n*. At the beginning or the end of a word *gn* is pronounced like *n*. In many words *gh* after a vowel is not sounded. The vowel *i* is long before *gh* or *gn*. At the beginning of a word, and sometimes elsewhere, the combination *wr* is pronounced like *r*.]

| | | | |
|----------|-----------|----------|-----------|
| knot | wreck | resign | fight |
| know | write | assign | lightning |
| known | writing | design | frightful |
| knowing | wrote | benign | moonlight |
| knew | written | malign | tightly |
| knob | wrench | condign | lightly |
| knee | wrong | impugn | |
| kneel | wrest | arraign | ought |
| knelt | wring | campaign | caught |
| knell | wrung | high | taught |
| knit | wrath | nigh | naught |
| knitting | wreath | sigh | fraught |
| knead | wrestle | thigh | daughter |
| knife | answer | sight | slaughter |
| knock | answered | might | haughty |
| knocked | answering | night | naughty |
| knocking | sword | tight | naughtier |
| knocker | | bight | |
| knotty | gnat | right | ought |
| knapsack | gnaw | bright | bought |
| knout | gnash | fright | sought |
| knave | gnu | light | fought |
| | gnomon | blight | thought |
| wren | gneiss | plight | thought |
| wrap | gnarled | delight | wrought |
| wry | gnostic | slight | wrought |
| awry | sign | knight | brought |
| wretch | consign | wright | besought |

CHAPTER XXI.

| | | | |
|----------|---------|----------|----------|
| table | muzzle | simple | sparkle |
| able | guzzle | purple | tinkle |
| gable | | | sprinkle |
| gabble | rifle | little | uncle |
| stable | trifle | whittle | ankle |
| scrabble | ruffle | title | cycle |
| fable | scuffle | tittle | |
| dabble | | battle | eagle |
| cable | cradle | cattle | beagle |
| babble | saddle | bottle | straggle |
| bible | idle | throttle | haggle |
| nibble | middle | kettle | ogle |
| pebble | bridle | nettle | joggle |
| feeble | riddle | settle | smuggle |
| ruble | puddle | turtle | struggle |
| rubble | needle | startle | gurgle |
| noble | candle | | |
| hobble | handle | tackle | angle |
| bauble | kindle | cackle | tangle |
| bramble | bundle | shackle | jangle |
| scramble | dawdle | freckle | spangle |
| tumble | caudle | sparkle | dangle |
| stumble | | sickle | bangle |
| thimble | apple | fickle | strangle |
| tremble | maple | pickle | mangle |
| garble | steeple | trickle | jingle |
| | supple | buckle | tingle |
| nozzle | scruple | knuckle | shingle |

| | | | |
|---------|-----------|------------|----------|
| single | trestle | pious | nauseous |
| mingle | | callous | various |
| whistle | possible | nervous | curious |
| thistle | plausible | pompous | odious |
| bustle | terrible | cumbrous | studious |
| hustle | feasible | fungous | copious |
| rustle | horrible | monstrous | serious |
| bristle | sensible | prosperous | glorious |
| castle | | murderous | furious |
| jostle | famous | poisonous | previous |
| gristle | porous | envious | spurious |
| wrestle | mucous | impious | hideous |

CHAPTER XXII.

[*I* and *y* are pronounced alike. They are vowels in the following words: *bite, time, siren, type, deny, cry, bit, missive, lady, mystery*. They are semi-consonants in the following words: *ye, year, yes, junior, rebellion, axiom*. In the last syllable of the first set of the following words, *i* is a semi-consonant sounded like *y* in *yes*. When *i* is sounded like *y* in *yes, ci* or *si* easily pass into *zh*. The same sound is also given to *ti* in many words. In many other words *zi* and *si* are pronounced like *zh*.]

| | | |
|------------|-----------|------------|
| question | collier | politician |
| rebellion | pannier | suspicion |
| million | | coercion |
| billion | Asia | |
| pillion | Persia | Russian |
| complexion | Russia | Persian |
| combustion | Prussia | Prussian |
| anxious | | pension |
| noxious | musician | tension |
| billiards | magician | dissension |
| halliards | patrician | suspension |
| brilliant | logician | convulsion |

| | | |
|---------------|---------------|--------------|
| expulsion | election | perdition |
| inversion | production | transition |
| immersion | instruction | ammunition |
| mission | correction | opposition |
| passion | perception | supposition |
| procession | satisfaction | expedition |
| succession | caution | competition |
| session | nation | |
| admission | station | social |
| compassion | vacation | glacial |
| omission | stagnation | crucial |
| impression | equation | provincial |
| expression | plantation | commercial |
| submission | observation | financial |
| transgression | relation | official |
| oppression | rotation | judicial |
| | qualification | artificial |
| mention | regulation | beneficial |
| option | irritation | superficial |
| action | education | |
| fiction | motion | partial |
| diction | emotion | martial |
| friction | devotion | pestilential |
| section | solution | impartial |
| suction | restitution | substantial |
| auction | execution | potential |
| perfection | position | prudential |
| adoption | petition | essential |
| attention | sedition | influential |
| invention | condition | providential |

| | | |
|----------------|---------------|--------------|
| confidential | pernicious | sentience |
| circumstantial | precious | quotient |
| equinoctial | | sufficient |
| | cautious | proficient |
| gracious | captious | deficient |
| spacious | facious | efficient |
| sagacious | fractious | coefficient |
| capacious | contentious | insufficient |
| veracious | licentious | inefficient |
| pugnacious | conscientious | |
| rapacious | infectious | glazier |
| vivacious | incautious | brazier |
| loquacious | facetious | osier |
| fallacious | vexatious | hosier |
| efficacious | ostentatious | crosier |
| pertinacious | ambitious | lesion |
| ferocious | propitious | fusion |
| precocious | fictitious | infusion |
| atrocious | nutritious | diffusion |
| conscious | factitious | profusion |
| unconscious | superstitious | transfusion |
| luscious | innutritious | confusion |
| vicious | unambitious | suffusion |
| suspicious | unpropitious | contusion |
| delicious | | conclusion |
| officious | transient | collusion |
| auspicious | conscience | delusion |
| judicious | patient | exclusion |
| capricious | patience | intrusion |
| malicious | sentient | occasion |

| | | |
|----------|-------------|-----------|
| evasion | subdivision | decision |
| cohesion | provision | precision |
| adhesion | revision | elision |
| vision | supervision | collision |
| division | incision | derision |

CHAPTER XXIII.

[In many words of two or more syllables the vowel of the final syllable is short, although the syllable has the final *e*, which generally indicates that the preceding vowel is long ; *ure* is pronounced as *yur*.]

| | | |
|------------|------------|-------------|
| servile | missive | bromine |
| reptile | massive | ermine |
| ductile | festive | doctrine |
| futile | furtive | pristine |
| missile | costive | medicine |
| hostile | restive | destine |
| tensile | repulsive | jasmine |
| tactile | objective | jessamine |
| tractile | defensive | alkaline |
| projectile | intensive | discipline |
| prehensile | native | masculine |
| | abusive | feminine |
| requisite | intrusive | nectarine |
| perquisite | diffusive | predestine |
| exquisite | obtrusive | clandestine |
| opposite | inclusive | determine |
| opposite | exclusive | intestine |
| hypocrite | passive | illumine |
| definite | possessive | engine |
| infinite | preventive | sanguine |

| | | |
|------------|-----------|----------------|
| cornice | mixture | nurture |
| practice | creature | juncture |
| solstice | culture | verdure |
| notice | capture | tincture |
| justice | failure | contexture |
| office | structure | admixture |
| service | nature | departure |
| artifice | gesture | procedure |
| cowardice | moisture | debenture |
| lattice | fixture | adventure |
| jaundice | feature | conjecture |
| apprentice | lecture | enrapture |
| treatise | vesture | imposture |
| mortise | posture | manufacture |
| promise | fracture | agriculture |
| necklace | future | peradventure |
| surface | vulture | horticulture |
| terrace | sculpture | superstructure |
| college | stricture | pressure |
| vestige | rupture | tonsure |
| reptiles | venture | censure |
| hypocrites | scripture | fissure |
| natives | pasture | gestures |
| destined | rapture | gestured |
| determined | puncture | gesturing |
| engines | torture | manufactures |
| offices | tenure | manufactured |
| practiced | stature | manufacturing |
| promised | venture | agricultural |
| noticed | cincture | horticultural |

CHAPTER XXIV.

| | | |
|--------------|----------------|--------------|
| phase | metaphor | chasm |
| phrase | emphasis | chord |
| phantom | symphony | chromo |
| philter | euphony | choral |
| phenix | blaspheme | chloral |
| phosphorus | blasphemy | chyle |
| phonograph | blasphemous | chyme |
| sphere | atmosphere | character |
| spherical | atmospherical | chemistry |
| sphinx | euphonious | chemical |
| cipher | photograph | chemist |
| siphon | telephone | chimera |
| dolphin | telegraph | school |
| sulphur | geography | scholar |
| orphan | photography | schooner |
| hyphen | photographer | scheme |
| camphor | biography | archives |
| trophy | phrenology | monarch |
| sylph | philosopher | monarchy |
| lymph | stenographer | patriarch |
| nymph | telegrapher | patriarchal |
| dauphin | nephew | architect |
| pamphlet | paragraph | architecture |
| alphabet | elephant | catechism |
| alphabetical | pharmaceutical | mechanism |
| lithograph | phenomenon | chronicle |
| sophomore | philter | technical |
| pharmacy | phenix | christen |
| spheroid | siphon | anchor |
| triumph | sulphate | conch |

A LIST

OF THE

BOARDS OF SCHOOL VISITORS, TOWN SCHOOL COMMITTEES, AND BOARDS OF EDUCATION.

The Chairman is indicated in each case by *C.*; the Secretary by *S.*;
and Acting Visitor by *A. V.*

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|----------------|--|------------------------|---------------|
| ANDOVER,* | E. P. Skinner, | Andover, | 1895 |
| | R. E. Phelps, <i>A. V.</i> , | " | 1895 |
| | A. H. Lyman, | " | 1895 |
| | E. D. White, | " | 1895 |
| | M. P. Yeomans, | " | 1896 |
| | C. H. Baker, | " | 1896 |
| | M. S. Topliff, | " | 1896 |
| | S. H. Daggett, | " | 1896 |
| | J. H. Marsh, <i>S.</i> , | " | 1897 |
| | H. G. Phelps, | " | 1897 |
| | C. B. Stearns, | " | 1897 |
| | C. L. Backus, <i>C.</i> , | " | 1897 |
| | A. H. Bartholomew, | Ansonia, | 1895 |
| ANSONIA,† | W. B. Camp, | " | 1895 |
| | Henry Hoar, | " | 1895 |
| | Geo. O. Schneller, | " | 1896 |
| | Rev. Chas. E. Woodcock, <i>A. V.</i> , | " | 1896 |
| | Estelle B. Mills, | " | 1896 |
| | W. H. Kane, <i>C.</i> , | " | 1897 |
| | C. H. Vandercook, | " | 1897 |
| | H. A. Peck, <i>S.</i> , | " | 1897 |
| ASHFORD, | G. E. S. Amidon, <i>C.</i> , <i>A. V.</i> , | East Willington, | 1895 |
| | Z. Burdette Bicknell, <i>S.</i> , <i>A. V.</i> , | Warrenville, | 1895 |
| | Albert Potter, | Ashford, | 1896 |
| | Jas. E. A. Knowlton, | West Ashford, | 1896 |
| | Henry R. Woodward, | Mansfield, | 1897 |
| | Harvey W. Morey, | Westford, | 1897 |
| | S. D. Alford, <i>C.</i> , | Avon, | 1895 |
| AVON, | Rev. P. R. Day, <i>S.</i> , <i>A. V.</i> , | Unionville, | 1895 |
| | E. R. Woodford, | Avon, | 1896 |
| | E. F. Merriman, <i>A. V.</i> , | Unionville, | 1896 |
| | L. F. North, | Avon, | 1897 |
| | Rev. G. F. Bailey, | West Avon, | 1897 |
| | Monroe Hart, | Barkhamsted, | 1895 |
| BARKHAMSTED, | Edward J. Youngs, <i>C.</i> , | Pleasant Valley, | 1895 |
| | M. B. Frazier, | " | 1896 |
| | Geo. A. Weed, <i>S.</i> , <i>A. V.</i> , | North Canton, | 1896 |
| | Frank L. Stephens, <i>A. V.</i> , | Riverton, | 1897 |
| | C. S. Roberts, | " | 1897 |
| BEACON FALLS,* | Cornelius W. Munson, | Beacon Falls, | 1895 |

* Town School Committee.

† Board of Education.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|---------------------|--|----------------------------|---------------|
| BEACON FALLS,*..... | Herbert C. Baldwin, <i>C., A. V.</i> , | Beacon Falls, .. | 1895 |
| | Daniel J. Carrington, .. | " " .. | 1896 |
| | Homer D. Bronson, .. | " " .. | 1896 |
| | Emerson J. Terrell, <i>S., A. V.</i> , | " " .. | 1897 |
| | George T. Clark, .. | " " .. | 1897 |
| BERLIN,..... | John Norton, .. | Kensington, .. | 1895 |
| | Daniel Webster, <i>S., A. V.</i> , | Berlin, .. | 1895 |
| | E. W. Stearnes, .. | East Berlin, .. | 1896 |
| | W. J. Corrigan, .. | Meriden, .. | 1896 |
| | A. A. Barnes, <i>C.</i> , .. | East Berlin, .. | 1897 |
| | W. W. Mildrum, .. | " " .. | 1897 |
| BETHANY,..... | Samuel R. Woodward, <i>S., A. V.</i> , | Bethany, .. | 1896 |
| | Mrs. A. J. Lacey, .. | " " .. | 1896 |
| BETHEL,*..... | Tyler D. Davidson, <i>C., A. V.</i> , | " " .. | 1897 |
| | Rev. Wm. Morrall, <i>A. V.</i> , | Bethel, .. | 1895 |
| | Merwin A. Banks, .. | " " .. | 1895 |
| | Charles E. Edmonds, .. | " " .. | 1895 |
| | Charles Bailey, <i>S.</i> , .. | " " .. | 1896 |
| | Elliot D. Smith, .. | " " .. | 1896 |
| | Andrew J. Hallock, .. | " " .. | 1896 |
| | Rev. H. L. Slack, <i>C., A. V.</i> , | " " .. | 1897 |
| BETHLEHEM,..... | William S. Wortman, .. | " " .. | 1897 |
| | Thomas C. Mansfield, .. | " " .. | 1897 |
| | Leverett P. Judd, <i>C.</i> , .. | Bethlehem, .. | 1895 |
| | Marvin S. Todd, .. | " " .. | 1895 |
| | William R. Harrison, .. | " " .. | 1896 |
| | Nehemiah L. Bloss, .. | " " .. | 1896 |
| | George C. Stone, .. | " " .. | 1897 |
| BLOOMFIELD,..... | Samuel P. Hayes, <i>S., A. V.</i> , | " " .. | 1897 |
| | William Adams, .. | Tariffville, .. | 1895 |
| | James Simmons, .. | Bloomfield, .. | 1895 |
| | Alfred N. Filley, .. | " " .. | 1895 |
| | Adelle V. Case, .. | " " .. | 1896 |
| | Henry C. Cadwell, .. | " " .. | 1896 |
| | Hattie C. Humphrey, <i>S., A. V.</i> , | " " .. | 1896 |
| | Alfred Case, <i>C.</i> , .. | " " .. | 1897 |
| | Hattie Miller, <i>A. V.</i> , .. | " " .. | 1897 |
| | George Humphrey, .. | " " .. | 1897 |
| BOLTON,..... | Wm. E. Alvord, <i>C.</i> , .. | Bolton, .. | 1895 |
| | Nathan S. Maine, .. | Quarryville, .. | 1895 |
| | Adelaide E. Sperry, <i>S., A. V.</i> , | Bolton, .. | 1896 |
| | Charles E. Carpenter, .. | Bolton Notch, .. | 1896 |
| | Calvin Hutchinson, .. | Bolton, .. | 1897 |
| | William R. Grant, .. | " " .. | 1897 |
| | Ira J. Martin, <i>C., A. V.</i> , | Bozrahville, .. | 1897 |
| BOZRAH,..... | James Bishop, <i>S., A. V.</i> , | Fitchville, .. | 1897 |
| | Frank R. Rose, <i>A. V.</i> , | Leffingwell, .. | 1897 |
| BRANFORD,*..... | Dr. Walter H. Zink, <i>C.</i> , .. | Branford, .. | 1895 |
| | Henry W. Averill, .. | " " .. | 1895 |
| | Thomas P. Carney, .. | " " .. | 1895 |
| | Sidney V. Osborn, .. | " " .. | 1895 |
| | Wm. E. Bailey, .. | " " .. | 1896 |
| | A. J. Coyle, .. | " " .. | 1896 |
| | John J. V. Cunningham, <i>S.</i> , .. | " " .. | 1896 |
| | Everett S. Grant, .. | Stony Creek, .. | 1896 |
| | Dr. C. W. Gaylord, <i>A. V.</i> , | Branford, .. | 1897 |
| | Stone J. Bergstrom, .. | " " .. | 1897 |
| BRIDGEPORT,*..... | Frank W. Jerold, .. | " " .. | 1897 |
| | M. F. O'Brien, .. | " " .. | 1897 |
| | Peter W. Wren, <i>C.</i> , .. | 322 State St., Bridgeport, | 1895 |
| | Frank Kinsley, .. | 79 West Ave., " | 1895 |
| | Frank Miller, .. | 70 Congress St., " | 1895 |
| | Henry C. Cogswell, .. | 101 Was'gton Ave., " | 1895 |
| | Emory F. Strong, .. | 282 Lafayette St., " | 1896 |
| | Edward F. Hallen, <i>S.</i> , .. | 66 Sherwood Ave., " | 1896 |
| | John C. Shelton, .. | 1068 Main St., " | 1896 |
| | John N. Near, .. | 188 Fairfield Ave., " | 1896 |
| | David F. Read, .. | 191 Park Ave., " | 1897 |
| | Patrick Coughlin, .. | 25 Burroughs St., " | 1897 |
| | Peter Gabriel, .. | 22 Park St., " | 1897 |
| | Frank M. Canfield, .. | 286 Seaview Ave., " | 1897 |
| | Chas. W. Deane, <i>Supt.</i>, .. | " " .. | .... |
| BRIDGEWATER | Eli Sturdevant, .. | Bridgewater, .. | 1895 |

* Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|--------------------|-------------------------------------|-----------------------|---------------|
| BRIDGEWATER, | Stephen P. Treat, S., A., V., .. | Bridgewater, .. | 1895 |
| | Marcus B. Mallett, .. | " .. | 1896 |
| | Burton E. Canfield, .. | " .. | 1896 |
| | Reuben J. Keeler, C., .. | " .. | 1897 |
| | Harmon W. Treat, .. | " .. | 1897 |
| BRISTOL, | N. E. Pierce, .. | Bristol, .. | 1895 |
| | J. J. Jennings, S., A., V., .. | " .. | 1895 |
| | Dr. J. J. Wilson, .. | " .. | 1896 |
| | H. S. Bartholomew, .. | " .. | 1896 |
| | Charles W. Brown, .. | Forestville, .. | 1897 |
| | Charles L. Wooding, C., .. | Bristol, .. | 1897 |
| | Jas. F. Williams, A., V., .. | " .. | 1897 |
| BROOKFIELD, | John S. Thornhill, S., A., V., .. | Brookfield Center, .. | 1895 |
| | Frederick S. Curtis, .. | " .. | 1895 |
| | Chas. Stuart, C., .. | " .. | 1896 |
| | Frederick S. Frisbie, .. | " .. | 1896 |
| | Charles H. Camp, .. | Brookfield, .. | 1897 |
| BROOKLYN, | Dr. Junius F. Smith, A., V., .. | Brookfield Center, .. | 1897 |
| | Henry H. Green, C., .. | Danielsville, .. | 1895 |
| | George Brown, .. | " .. | 1895 |
| | Frank Day, S., A., V., .. | " .. | 1896 |
| | L. Emma Spaulding, .. | Brooklyn, .. | 1896 |
| BURLINGTON, | Harvey P. Robinson, .. | " .. | 1897 |
| | Bertha M. Backus, A., V., .. | " .. | 1897 |
| | Julius B. Smith, C., .. | Whigville, .. | 1895 |
| | Rev. M. R. Kerr, .. | Burlington, .. | 1895 |
| | John A. Reeve, .. | " .. | 1896 |
| | L. B. Pond, S., A., V., .. | Unionville, .. | 1896 |
| | Mrs. Sarah Bradley, .. | Whigville, .. | 1897 |
| CANAAN, .. | Rev. J. J. Quinn, A., V., .. | Collinsville, .. | 1897 |
| | Chas. E. Ford, .. | Falls Village, .. | 1895 |
| | Rev. C. W. Hanna, S., A., V., .. | " .. | 1896 |
| | Nelson J. Dean, A., V., .. | Huntsville, .. | 1896 |
| | Rev. L. A. Robbins, C., A., V., .. | Falls Village, .. | 1897 |
| CANTERBURY, | Levi Ganser, .. | Huntsville, .. | 1897 |
| | Frank V. Lyon, C., .. | Canterbury, .. | 1895 |
| | Nelson J. Lyon, .. | Hanover, .. | 1895 |
| | Elias Patrick, .. | Canterbury, .. | 1895 |
| | Olive D. Sanger, S., .. | " .. | 1896 |
| | Abby C. Smith, .. | South Canterbury, .. | 1896 |
| | Andrew T. J. Clark, .. | Brooklyn, .. | 1896 |
| CANTON, | Dwight B. Bushnell, .. | Canterbury, .. | 1897 |
| | Dr. John O. Smith, A., V., .. | South Canterbury, .. | 1897 |
| | Albert C. Greene, .. | Westminster, .. | 1897 |
| | William Hill, .. | Collinsville, .. | 1895 |
| | Burton O. Higley, S., A., V., .. | Canton, .. | 1895 |
| | Rev. C. H. Stevens, A., V., .. | Canton Centre, .. | 1896 |
| | George J. Case, A., V., .. | Canton, .. | 1896 |
| CHAPLIN,* | W. E. Simonds, C., .. | Collinsville, .. | 1897 |
| | James Case, A., V., .. | " .. | 1897 |
| | Theron L. Neff, C., .. | Chaplin, .. | 1895 |
| | Newell C. Hunt, .. | " .. | 1895 |
| | Merrick Barton, .. | " .. | 1896 |
| | Charles E. Peck, .. | North Windham, .. | 1896 |
| | Frank C. Lummis, S., A., V., .. | Chaplin, .. | 1897 |
| CHATHAM, | Dr. Charles M. Knight, .. | " .. | 1897 |
| | Franklin D. Strong, .. | East Hampton, .. | 1895 |
| | Albert H. West, .. | Haddam Neck, .. | 1895 |
| | John H. Selden, Jr., .. | Middle Haddam, .. | 1895 |
| | Mrs. Florence C. Strong, A., V., .. | " .. | 1896 |
| | S. Mills Bevin, .. | East Hampton, .. | 1896 |
| | Ernest G. Cone, .. | " .. | 1896 |
| CHESHIRE, | A. H. Conklin, C., .. | " .. | 1897 |
| | Davis S. Strong, S., A., V., .. | Middle Haddam, .. | 1897 |
| | David B. Dickinson, .. | " .. | 1897 |
| | Dr. Edward T. Cornwall, .. | Cheshire, .. | 1895 |
| | Frederick Doolittle, S., A., V., .. | " .. | 1895 |
| | Dr. M. N. Chamberlain, .. | " .. | 1896 |
| | James E. McCabe, .. | " .. | 1896 |
| CHESTER, | Rev. S. J. Horton, C., .. | " .. | 1897 |
| | Edwin R. Lawton, .. | West Cheshire, .. | 1897 |
| | Rev. P. M. Skelly, C., .. | Chester, .. | 1895 |
| | Fred'k W. Silliman, S., .. | " .. | 1895 |
| | Andrew E. Warner, A., V., .. | " .. | 1895 |

* Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|-------------|-------------------------------------|---------------------|---------------|
| CLINTON,* | Ezra E. Post, C., .. | Clinton, .. | 1895 |
| | A. H. Stevens, .. | " .. | 1895 |
| | Henry Stevens, .. | " .. | 1895 |
| | Sturgis G. Redfield, S., .. | " .. | 1895 |
| | Hosmer Tryon, .. | " .. | 1896 |
| | F. G. Woodstock, .. | " .. | 1896 |
| | John B. Wright, .. | " .. | 1896 |
| | Thomas Anderson, .. | " .. | 1896 |
| | Elias W. Wellman, .. | " .. | 1897 |
| | Henry L. Wellman, .. | " .. | 1897 |
| COLCHESTER, | George E. Elliot, A. V., .. | " .. | 1897 |
| | Sam'l S. Wilcox, A. V., .. | " .. | 1897 |
| | John Cooney, .. | Colchester, .. | 1895 |
| | Samuel P. Willard, .. | " .. | 1895 |
| | R. R. Carrington, .. | " .. | 1896 |
| | D. S. Bigelow, S., A. V., .. | Westchester, .. | 1896 |
| | John R. Backus, A. V., .. | Colchester, .. | 1897 |
| COLEBROOK, | J. J. Sullivan, C., .. | " .. | 1897 |
| | Homer Deming, .. | Robertsville, .. | 1895 |
| | J. M. Grant, .. | Mill Brook, .. | 1895 |
| | T. S. Skilton, C., .. | Colebrook, .. | 1895 |
| | S. A. Cooper, .. | " .. | 1895 |
| | Dennis Baxter, .. | Colebrook River, .. | 1896 |
| | Wolcott Deming, .. | Robertsville, .. | 1896 |
| | Rev. G. W. Remington, S., A. V., .. | North Colebrook, .. | 1896 |
| COLUMBIA, | Newton Griswold, .. | " .. | 1897 |
| | Hiram Northrop, .. | Colebrook, .. | 1897 |
| | Nathan K. Holbrook, .. | Columbia, .. | 1895 |
| | Wm. C. Robinson, .. | Hebron, .. | 1895 |
| | Joseph Hutchins, S., A. V., .. | Columbia, .. | 1896 |
| | Joseph N. Clark, .. | " .. | 1896 |
| | William A. Collins, .. | " .. | 1897 |
| CORNWALL, | William H. Yeomans, C., .. | " .. | 1897 |
| | L. J. Nickerson, .. | West Cornwall, .. | 1895 |
| | Philo M. Kellogg, S., A. V., .. | Cornwall, .. | 1895 |
| | Rev. E. C. Starr, .. | " .. | 1896 |
| | Dr. Jas. A. Livingston, C., .. | West Cornwall, .. | 1896 |
| | Rev. John Pierpont, .. | " .. | 1897 |
| | Dr. Wm. M. Curtis, A. V., .. | Cornwall Bridge, .. | 1897 |
| COVENTRY, | Charles R. Hall, C., A. V., .. | Coventry, .. | 1895 |
| | John Brown, A. V., .. | Marrow, .. | 1895 |
| | Alexander S. Hawkins, A. V., .. | Willimantic, .. | 1896 |
| | Andrew Kingsbury, S., A. V., .. | Coventry, .. | 1896 |
| | H. Perkins Topliff, A. V., .. | South Coventry, .. | 1897 |
| | Chas. T. Pratt, .. | Little River, .. | 1895 |
| CROMWELL, | Frank W. Bliss, A. V., .. | Cromwell, .. | 1895 |
| | T. D. Simpson, .. | " .. | 1896 |
| | Rev. H. G. Marshall, C., A. V., .. | " .. | 1896 |
| | Wm. E. Hulbert, .. | " .. | 1897 |
| | R. B. Hale, .. | " .. | 1897 |
| | Howard B. Scott, A. V., .. | Danbury, .. | 1895 |
| DANBURY, | Dr. Geo. A. Gilbert, A. V., .. | " .. | 1895 |
| | William D. Lane, C., A. V., .. | " .. | 1896 |
| | Rev. A. C. Hubbard, S., A. V., .. | " .. | 1896 |
| | Benedict Starr, A. V., .. | " .. | 1897 |
| | Dr. Geo. E. Lemmer, A. V., .. | " .. | 1897 |
| | Rev. Arthur Requa, A. V., .. | Noroton, .. | 1895 |
| DARIEN, | Rev. Wm. E. Street, .. | Darien, .. | 1895 |
| | Dr. A. C. Hawes, .. | Noroton Heights, .. | 1896 |
| | Rev. Louis French, S., .. | Noroton, .. | 1896 |
| | John W. Emmons, .. | Noroton Heights, .. | 1897 |
| | Rev. Sam'l J. Austin, C., A. V., .. | Darien, .. | 1897 |
| | H. Holton Wood, C., .. | Derby, .. | 1897 |
| DERBY,† | John C. Reilly, .. | " .. | 1897 |
| | John McEnerney, .. | " .. | 1897 |
| | Dr. George L. Beardsley, A. V., .. | " .. | 1899 |
| | Sidney E. Gesner, .. | " .. | 1899 |
| | Robert L. Gilbert, S., .. | " .. | 1899 |
| | Alvin P. Roberts, C., .. | Durham, .. | 1895 |
| DURHAM, | William T. Coe, .. | " .. | 1895 |
| | S. A. Seward, .. | Durham Centre, .. | 1896 |
| | Rev. Wm. B. Clarke, S., A. V., .. | Durham, .. | 1896 |
| | Rev. Joseph Hooper, A. V., .. | Durham Centre, .. | 1897 |
| | Mrs. Mary I. Camp, .. | " .. | 1897 |

* Town School Committee.

† Board of Education.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|---------------------|-------------------------------------|--------------------------|---------------|
| EASTFORD,..... | S. O. Bowen, | Eastford, | 1895 |
| | M. F. Latham, C., .. | Phoenixville, .. | 1895 |
| | S. A. Wheaton, | " | 1896 |
| | Rev. C. M. Jones, S., A. V., .. | Eastford, | 1896 |
| | Rev. John P. Trowbridge, .. | " | 1897 |
| EAST GRANBY,..... | A. L. Johnson, | " | 1897 |
| | James A. Griswold, C., .. | East Granby, .. | 1895 |
| | Albert C. Bates, | " | 1895 |
| | Benjamin P. Clarke, .. | " | 1896 |
| | B. E. Smith, S., A. V., .. | " | 1896 |
| EAST HADDAM,..... | Jason R. Viets, | " | 1897 |
| | Moses E. Seymour, .. | Tariffville, .. | 1897 |
| | George Wakeman, A. V., .. | Moodus, | 1895 |
| | Norris W. Rathbun, S., A. V., .. | Millington, .. | 1895 |
| | Mrs. E. F. Hungerford, A. V., .. | Hadlyme, | 1896 |
| EAST HARTFORD,..... | Rev. Geo. L. Edwards, A. V., .. | Millington, .. | 1896 |
| | Julius Attwood, C., A. V., .. | East Haddam, .. | 1897 |
| | Henry Shroder, A. V., .. | Moodus, | 1897 |
| | Dr. Franklin H. Mayberry, A. V., .. | Burnside, | 1895 |
| | William H. Olmsted, .. | East Hartford, .. | 1895 |
| EAST HAVEN,..... | Joseph O. Goodwin, S., A. V., .. | " | 1895 |
| | Rev. Francis P. Bachelor, A. V., .. | Hockanum, | 1896 |
| | Dr. Thos. S. O'Connell, A. V., .. | East Hartford, .. | 1896 |
| | Geo. K. Wilcox, | East Hartford Meadow, .. | 1896 |
| | F. Howard Ensign, .. | Silver Lane, .. | 1897 |
| EAST LYME,..... | Elijah Ackley, C., .. | East Hartford, .. | 1897 |
| | Rev. Geo. A. Bowman, A. V., .. | " | 1897 |
| | Grove J. Tuttle, C., A. V., .. | East Haven, .. | 1895 |
| | Horace W. Chidsey, A. V., .. | " | 1895 |
| | Ebenezer Gilbert, A. V., .. | " | 1896 |
| EASTON,..... | Charles W. Granniss, A. V., .. | Fair Haven, .. | 1896 |
| | Charles W. Bradley, S., A. V., .. | East Haven, .. | 1897 |
| | Lottie E. Street, A. V., .. | " | 1897 |
| | Robert B. Gorton, | East Lyme, | 1895 |
| | Dr. Daniel Calkins, C., A. V., .. | " | 1895 |
| EAST WINDSOR,..... | Dr. Frederic H. Dart, .. | Niantic, | 1896 |
| | Eugene K. Beckwith, S., .. | " | 1896 |
| | H. R. Harding, A. V., .. | " | 1897 |
| | Frank Burch, | East Lyme, | 1897 |
| | Miss Celeste E. Bush, A. V., .. | Niantic, | 1895 |
| ELLINGTON, | Ettie S. Tucker, A. V., .. | Redding Ridge, .. | 1895 |
| | Chas. F. Silliman, S., A. V., .. | Easton, | 1895 |
| | Franklin Sherwood, A. V., .. | Plattsville, .. | 1896 |
| | William Wakeman, A. V., .. | Aspetuck, | 1896 |
| | Emily A. Lewis, A. V., .. | Easton, | 1897 |
| ENFIELD,*..... | Geo. J. Banks, C., A. V., .. | " | 1897 |
| | John B. Noble, A. V., .. | East Windsor Hill, .. | 1895 |
| | John F. Fitts, | " | 1895 |
| | Lyman B. Griffin, | Warehouse Point, .. | 1895 |
| | Orson S. Wood, S., A. V., .. | Windsorville, .. | 1896 |
| ENFIELD,*..... | S. Terry Wells, C., .. | East Windsor, .. | 1896 |
| | Mahlon H. Bancroft, .. | Warehouse Point, .. | 1896 |
| | Howard O. Allen, | Broad Brook, .. | 1897 |
| | Jabez S. Allen, Jr., .. | " | 1897 |
| | Rev. A. H. Wright, | Warehouse Point, .. | 1897 |
| ENFIELD,*..... | O. C. Eaton, C., A. V., .. | Ellington, | 1895 |
| | J. A. Stacy, | West Stafford, .. | 1895 |
| | C. A. Thompson, | Melrose, | 1895 |
| | Mrs. C. T. Chapman, .. | Ellington, | 1896 |
| | F. A. Pierson, | " | 1896 |
| ENFIELD,*..... | F. B. Nangle, S., A. V., .. | " | 1896 |
| | M. H. Aborn, | " | 1897 |
| | J. M. Marks, | " | 1897 |
| | C. E. Harwood, | Rockville, | 1897 |
| | Dr. Geo. T. Finch, A. V., .. | Thompsonville, .. | 1895 |
| ENFIELD,*..... | Amos D. Bridge, A. V., .. | Hazardville, .. | 1895 |
| | Robert E. Spencer, .. | Thompsonville, .. | 1895 |
| | Samuel A. Booth, C., A. V., .. | Enfield, | 1896 |
| | James B. Houston, S., A. V., .. | Thompsonville, .. | 1896 |
| | Rev. Oliver W. Means, .. | Enfield, | 1896 |
| ENFIELD,*..... | George F. Chapin, | Thompsonville, .. | 1897 |
| | Lyman A. Upson, | " | 1897 |
| | Dr. John F. Dowling, .. | " | 1897 |

*Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|--------------------|---|-------------------------|---------------|
| ESSEX, * | Dr. Frank E. Shailer, <i>A. V.</i> , .. | Essex, | 1895 |
| | Dr. W. A. Russell, <i>S.</i> , | " | 1895 |
| | Lorenzo Beckwith, | Centerbrook, | 1895 |
| | Samuel F. Parmelee, <i>C.</i> , | Ivoryton, | 1895 |
| | E. T. Pratt, | Essex, | 1896 |
| | Geo. B. Stillman, | " | 1896 |
| | Frederick Kochler, | " | 1896 |
| | John Halliday, | " | 1896 |
| | George H. Hardman, | " | 1897 |
| | John A. Wright, <i>S.</i> , | Ivoryton, | 1897 |
| | Rev. L. S. Griggs, <i>A. V.</i> , | " | 1897 |
| | George Clark, | Centerbrook, | 1897 |
| | Rev. Wm. S. Jones, <i>S., A. V.</i> , .. | Fairfield, | 1895 |
| | Simeon Pease, <i>A. V.</i> , | Greenfield Hill, | 1895 |
| FAIRFIELD, * | Moses E. Banks, <i>A. V.</i> , | Box 213, Bridgeport, .. | 1896 |
| | T. J. Coleman, <i>A. V.</i> , | Fairfield, | 1896 |
| | Michael B. Lacey, <i>C., A. V.</i> , .. | Plattsville, | 1897 |
| | E. L. Wells, <i>A. V.</i> , | Southport, | 1897 |
| FARMINGTON, | Erastus Gay, <i>C.</i> , | Farmington, | 1895 |
| | Rev. D. D. Marsh, <i>A. V.</i> , | Unionville, | 1895 |
| | Martin L. Parsons, | " | 1895 |
| | Geo. W. Allen, | " | 1896 |
| | Rev. William H. Redding, | " | 1896 |
| | Geo. F. Dunning, | Farmington, | 1896 |
| | Samuel Frisbie, | Unionville, | 1897 |
| | Nelson O. Keyes, | Farmington, | 1896 |
| FRANKLIN, | H. W. Barbour, <i>S., A. V.</i> , | " | 1897 |
| | George E. Starkweather, <i>A. V.</i> , .. | Franklin, | 1895 |
| | George H. Griffing, <i>S., A. V.</i> , .. | " | 1895 |
| | C. H. Lathrop, <i>A. V.</i> , | North Franklin, | 1896 |
| | Daniel McCarthy, <i>A. V.</i> , | Yantic, | 1896 |
| | Henry Bellows, <i>A. V.</i> , | Baltic, | 1897 |
| | George L. Ladd, <i>C., A. V.</i> , | North Franklin, | 1897 |
| GLASTONBURY, | Wm. H. Griswold, <i>A. V.</i> , | Addison, | 1895 |
| | Mrs. J. H. Hale, <i>A. V.</i> , | South Glastonbury, .. | 1895 |
| | A. A. Babcock, <i>C., A. V.</i> , | " | 1896 |
| | Miss Ada B. Crosby, <i>S., A. V.</i> , .. | East Glastonbury, .. | 1896 |
| | W. I. Goodale, <i>A. V.</i> , | Addison, | 1897 |
| | S. H. Williams, <i>A. V.</i> , | Glastonbury, | 1897 |
| | George Hammond, | West Goshen, | 1895 |
| GOSHEN, | Thaddeus R. Ives, <i>S.</i> , | " | 1895 |
| | Harrison Ives, <i>A. V.</i> , | " | 1895 |
| | W. E. Gaylord, | Goshen, | 1896 |
| | Geo. J. Johnson, | " | 1896 |
| | E. S. Richard, <i>C.</i> , | Milton, | 1897 |
| | Volney Merwin, | West Goshen, | 1897 |
| | L. C. Spring, <i>C., A. V.</i> , | Granby, | 1895 |
| GRANBY, | F. J. Jewett, <i>S., A. V.</i> , | " | 1895 |
| | C. P. Loomis, | " | 1895 |
| | Henry J. Dewey, | " | 1896 |
| | Charles B. Case, | West Granby, | 1896 |
| | George O. Beach, | " | 1896 |
| | O. D. Case, | Granby, | 1897 |
| | Condit Hayes, | West Granby, | 1897 |
| | George S. Godard, | North Granby, | 1897 |
| GREENWICH, | Silas E. Mead, <i>A. V.</i> , | Round Hill, | 1895 |
| | Thomas F. Hawley, <i>A. V.</i> , | Glennville, | 1895 |
| | Henry C. Boswell, <i>C., A. V.</i> , .. | Greenwich, | 1896 |
| | Isaac L. Mead, <i>A. V.</i> , | " | 1896 |
| | Thomas E. Fox, <i>A. V.</i> , | " | 1897 |
| | Dr. J. L. Marshall, <i>S., A. V.</i> , .. | Bayport, | 1897 |
| GRISWOLD, | James T. Wilbur, | Glasgo, | 1895 |
| | John A. Owen, <i>C.</i> , | Jewett City, | 1895 |
| | Rowland R. Church, | " | 1895 |
| | Robert S. Tyler, | " | 1896 |
| | Mrs. Adeline A. Gardiner, | " | 1896 |
| | John Potter, <i>S., A. V.</i> , | Griswold, | 1896 |
| | John D. Ecclestone, | Glasgo, | 1897 |
| | Mrs. Sophia Burnham, | Jewett City, | 1897 |
| GROTON, | Miss Nellie F. Brown, | " | 1897 |
| | David A. Daboll, Jr., <i>C., A. V.</i> , .. | Center Groton, | 1895 |
| | Mrs. Clara B. Whitman, <i>A. V.</i> , .. | Groton, | 1895 |
| | Augustin S. Chester, <i>A. V.</i> , | Noank, | 1896 |

* Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|------------------|-----------------------------------|--------------------------|---------------|
| GROTON,..... | William W. Brainard, .. | Mystic, .. | 1896 |
| | Chas. R. Heath, S., A. V., .. | " .. | 1897 |
| GUILFORD,..... | Joseph Hull, A. V., .. | Old Mystic, .. | 1897 |
| | Erwin W. Rossiter, .. | North Guilford, .. | 1895 |
| | E. Walter Leete, .. | Leete's Island, .. | 1895 |
| | Rev. William J. Dullard, .. | Guilford, .. | 1895 |
| | Paschal K. Hoadley, .. | North Guilford, .. | 1896 |
| | John W. Norton, .. | Guilford, .. | 1896 |
| | Rev. H. E. Small, A. V., .. | North Guilford, .. | 1896 |
| | Rev. Geo. W. Banks, C., A. V., .. | Guilford, .. | 1897 |
| | Dr. Geo. H. Beebe, S., A. V., .. | " .. | 1897 |
| | Edward M. Leete, .. | " .. | 1897 |
| HADDAM,..... | Gilbert M. Clark, .. | Haddam Neck, .. | 1895 |
| | Russell H. Shailer, .. | Shailerville, .. | 1895 |
| | R. Bradley Clark, .. | Higganum, .. | 1895 |
| | E. P. Arnold, C., .. | Haddam, .. | 1896 |
| | R. E. Thayer, .. | Higganum, .. | 1896 |
| | Rev. E. E. Lewis, S., A. V., .. | Haddam, .. | 1896 |
| | Selden W. Noyes, .. | Higganum, .. | 1897 |
| | Orrin Shailer, .. | Shailerville, .. | 1897 |
| | Daniel P. Smith, .. | Higganum, .. | 1897 |
| HAMDEN,..... | Wm. J. Brewster, S., A. V., .. | Mount Carmel, .. | 1895 |
| | John Kenney, .. | " .. | 1895 |
| | Henry Stadtmuller, .. | Whitneyville, .. | 1895 |
| | Arthur E. Woodruff, C., .. | Mount Carmel, .. | 1896 |
| | John M. Hendinger, .. | Highwood, .. | 1896 |
| | Elias Dickerman, .. | Whitneyville, .. | 1896 |
| | Rev. John T. Winters, A. V., .. | Mount Carmel, .. | 1897 |
| | Henry Hogan, .. | Westville, .. | 1897 |
| | Ellsworth I. Bradley, .. | Hamden, .. | 1897 |
| | Carl A. Lewis, S., A. V., .. | Elliott, .. | 1895 |
| HAMPTON,..... | Frank E. Whittaker, .. | Hampton, .. | 1895 |
| | Allen Jewett, .. | Clark's Corners, .. | 1895 |
| | Henry Clapp, .. | Rawson, .. | 1896 |
| | Mrs. Nellie C. Cleveland, .. | Hampton, .. | 1896 |
| | Austin E. Pearl, .. | " .. | 1896 |
| | Addison J. Greenslit, C., .. | " .. | 1897 |
| | Joseph W. Congdon, .. | Howard Valley, .. | 1897 |
| | Allen Jewett, .. | Clark's Corners, .. | 1897 |
| HARTFORD,..... | John H. Brocklesby, Supt., .. | 274 Main Street, .. | 1895 |
| | Andrew F. Gates, .. | 11 Central Row, .. | 1895 |
| | Daniel A. Markham, .. | 357 Main Street, .. | 1895 |
| | Henry Bryaut, .. | 650 Main Street, .. | 1896 |
| | Sidney E. Clarke, S., .. | 297 Main Street, .. | 1896 |
| | James H. Jarman, C., .. | 291 Main Street, .. | 1896 |
| | Charles C. Beach, .. | 199 Main Street, .. | 1897 |
| | Welthea T. Day, .. | 29 Buckingham Street, .. | 1897 |
| | Leonard A. Dickinson, .. | 224 Main Street, .. | 1897 |
| | Arthur Gaylord, .. | West Hartland, .. | 1895 |
| HARTLAND,..... | Carl Osborn, .. | " .. | 1895 |
| | Frank S. Roberts, S., A. V., .. | Hartland, .. | 1895 |
| | Charles Tillapaugh, .. | " .. | 1896 |
| | Edgar B. Case, C., .. | East Hartland, .. | 1896 |
| | Horace J. Ward, A. V., .. | Riverton, .. | 1897 |
| HARWINTON,*..... | Albert W. Buell, .. | Harwinton, .. | 1895 |
| | Dr. Chas. L. Blake, S., A. V., .. | " .. | 1895 |
| | Martin L. Goodwin, .. | " .. | 1896 |
| | Walter S. Balch, .. | " .. | 1896 |
| | Albert G. Wilson, C., .. | " .. | 1897 |
| | Clarence M. Ely, .. | " .. | 1897 |
| HEBRON,..... | Henry A. Spafard, C., .. | Hebron, .. | 1895 |
| | Rev. Henry B. Mason, A. V., .. | Gilead, .. | 1895 |
| | Cyrus H. Pendleton, S., A. V., .. | Hebron, .. | 1895 |
| | Hart E. Buell, .. | Gilead, .. | 1896 |
| | Charles L. Phelps, .. | Hebron, .. | 1896 |
| | Leroy P. Tilden, .. | Turnerville, .. | 1896 |
| | Frank R. Post, .. | Hebron, .. | 1897 |
| | Gardner S. Wright, .. | North Westchester, .. | 1897 |
| HUNTINGTON,..... | David N. Jones, .. | Turnerville, .. | 1897 |
| | Erastus Bennett, .. | Shelton, .. | 1895 |
| | Edward S. Hawley, S., .. | Huntington, .. | 1895 |
| | D. S. Brinsmade, .. | Shelton, .. | 1896 |

* Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|--------------------|--|----------------------|---------------|
| HUNTINGTON,..... | Lewis W. Booth, .. | Shelton, .. | 1896 |
| | Horace Wheeler, <i>A. V.</i> , .. | " .. | 1897 |
| | Fred Durand, <i>C., A. V.</i> , .. | " .. | 1897 |
| KENT, | Irwin J. Beardsley, <i>A. V.</i> , .. | New Preston, .. | 1895 |
| | Rev. Wm. F. Beilby, <i>C., A. V.</i> , .. | Kent, .. | 1895 |
| | John Slosson, <i>A. V.</i> , .. | Kent Furnace, .. | 1896 |
| | Chas L. Spooner, <i>S., A. V.</i> , .. | Bull's Bridge, .. | 1896 |
| | John Chase, .. | South Kent, .. | 1897 |
| | Birdsey G. Pratt, .. | Kent, .. | 1897 |
| KILLINGLY,..... | Sidney W. Crofut, .. | Danielsonville, .. | 1895 |
| | Dr. Charles E. Hill, .. | East Killingly, .. | 1895 |
| | Cosmer A. Young, .. | South Killingly, .. | 1895 |
| | Herbert C. Columbus, .. | East Killingly, .. | 1896 |
| | Dr. Nathaniel Hibbard, .. | Danielsonville, .. | 1896 |
| | Marshall P. Dowe, .. | " .. | 1896 |
| | Mrs. Emily Merriam, .. | " .. | 1897 |
| | Dr. Henry L. Hammond, <i>C.</i> , .. | Killingly, .. | 1897 |
| | Anthony Ames, <i>S., A. V.</i> , .. | Danielsonville, .. | 1897 |
| KILLINGWORTH,..... | W. E. Griswold, <i>C.</i> , .. | Madison, .. | 1896 |
| | L. L. Nettleton, <i>S., A. V.</i> , .. | " .. | 1896 |
| | H. L. Nettleton, .. | Killingworth, .. | 1896 |
| LEBANON, | Rev. R. E. Turner, <i>C., A. V.</i> , .. | Lebanon, .. | 1896 |
| | Isaac Gillette, <i>S., A. V.</i> , .. | " .. | 1897 |
| | Erving L. Richardson, <i>A. V.</i> , .. | Liberty Hill, .. | 1897 |
| LEDYARD, | Isaac G. Geer, <i>C., A. V.</i> , .. | Ledyard, .. | 1895 |
| | George Fanning, <i>S., A. V.</i> , .. | Shewville, .. | 1895 |
| | Wm. L. Main, <i>A. V.</i> , .. | Old Mystic, .. | 1895 |
| LISBON, | Rev. Q. M. Bosworth, <i>C., A. V.</i> , .. | Jewett City, .. | 1895 |
| | B. Frank Hull, <i>S., A. V.</i> , .. | Versailles, .. | 1895 |
| | Chas. J. Bromley, .. | Jewett City, .. | 1896 |
| | Frank E. Robinson, .. | South Canterbury, .. | 1896 |
| | George G. Bromley, .. | Jewett City, .. | 1897 |
| | John W. Payne, .. | " .. | 1897 |
| LITCHFIELD,* | Elbert P. Roberts, <i>A. V.</i> , .. | Litchfield, .. | 1895 |
| | George A. Smith, <i>A. V.</i> , .. | " .. | 1895 |
| | George W. Mason, <i>C., A. V.</i> , .. | " .. | 1896 |
| | Hiram Stone, <i>A. V.</i> , .. | Bantam, .. | 1896 |
| | D. C. Kilbourn, <i>S., A. V.</i> , .. | Litchfield, .. | 1897 |
| | Jas. P. Woodruff, <i>A. V.</i> , .. | " .. | 1897 |
| LYME, | John W. Bill, .. | Bill Hill, .. | 1895 |
| | J. Ely Beebe, .. | North Lyme, .. | 1895 |
| | H. B. Sisson, .. | Hamburgh, .. | 1896 |
| | James Daniels, .. | " .. | 1896 |
| | Rev. E. F. Burr, <i>D.D., C.</i> , .. | Lyme, .. | 1897 |
| | Dr. J. G. Ely, <i>S., A. V.</i> , .. | Hamburgh, .. | 1897 |
| MADISON,* | Frank C. Dowd, .. | Madison, .. | 1895 |
| | Myron H. Munger, <i>A. V.</i> , .. | North Madison, .. | 1895 |
| | J. Myron Hull, <i>A. V.</i> , .. | Madison, .. | 1895 |
| | Jason Duley, .. | Clinton, .. | 1895 |
| | Edward A. Wilcox, <i>A. V.</i> , .. | Madison, .. | 1896 |
| | Benton B. Munger, .. | East River, .. | 1896 |
| | Davis W. Smith, .. | " .. | 1896 |
| | Webster D. Whedon, <i>S.</i> , .. | Madison, .. | 1896 |
| | James L. Parker, <i>C., A. V.</i> , .. | " .. | 1897 |
| | John H. Meigs, .. | " .. | 1897 |
| | Chas. H. Parker, .. | North Madison, .. | 1897 |
| | Duell W. Stevens, .. | Durham, .. | 1897 |
| MANCHESTER, | John S. Cheney, <i>C.</i> , .. | South Manchester, .. | 1895 |
| | Mrs. Anna L. Biddle, .. | " .. | 1895 |
| | Mrs. Susan J. Cheney, <i>A. V.</i> , .. | " .. | 1896 |
| | Robert P. Bissell, <i>S., A. V.</i> , .. | Manchester, .. | 1896 |
| | Rev. Thomas Simms, <i>A. V.</i> , .. | South Manchester, .. | 1897 |
| | Rev. D. A. Haggerty, <i>A. V.</i> , .. | " .. | 1897 |
| MANSFIELD, | Dr. E. G. Sumner, <i>S., A. V.</i> , .. | Mansfield Centre, .. | 1895 |
| | A. W. Buchanan, <i>C.</i> , .. | " .. | 1895 |
| | Andrew M. Grant, <i>A. V.</i> , .. | Mount Hope, .. | 1895 |
| | Henry O. Huntington, .. | Mansfield Center, .. | 1896 |
| | E. W. Ellison, .. | Willimantic, .. | 1896 |
| | Prof. A. B. Peebles, .. | Storrs, .. | 1896 |
| | Prof. B. F. Koons, .. | " .. | 1897 |
| | Edward E. Packer, .. | Mansfield Center, .. | 1897 |
| | Charles B. Wylls, .. | Spring Hill, .. | 1897 |

*Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term.
Expires. |
|-------------------|---|-------------------|-------------------|
| MARLBOROUGH,..... | Miss Ida R. Veasey, <i>A. V.</i> , .. | Marlborough, .. | 1895 |
| | William W. Bolles, <i>C.</i> , .. | " .. | 1895 |
| | Mrs. William W. Bolles, .. | " .. | 1896 |
| | Mrs. Lottie D. Tilden, <i>A. V.</i> , .. | " .. | 1896 |
| | A. J. Ryan, .. | " .. | 1897 |
| | Jos. L. Ryan, <i>S.</i> , .. | " .. | 1897 |
| MERIDEN,..... | Dr. C. H. S. Davis, <i>Ph.D.</i> , <i>C.</i> , .. | Meriden, .. | 1895 |
| | Dr. A. W. Tracy, .. | " .. | 1895 |
| | Dr. G. H. Wilson, .. | " .. | 1895 |
| | Dr. E. T. Bradstreet, .. | " .. | 1896 |
| | G. L. Ellsbree, .. | " .. | 1896 |
| | Rev. J. T. Pettee, <i>S.</i> , <i>A. V.</i> , .. | " .. | 1896 |
| | Rev. Asher Anderson, .. | " .. | 1897 |
| | Dr. Jere D. Eggleston, .. | " .. | 1897 |
| | George H. Lohmann, .. | " .. | 1897 |
| MIDDLEBURY,..... | Henry S. Atwood, .. | Middlebury, .. | 1895 |
| | Rev. W. F. Avery, <i>A. V.</i> , .. | " .. | 1895 |
| | Artisan Clark, <i>C.</i> , .. | " .. | 1896 |
| | Miss Louise M. Townsend, .. | " .. | 1896 |
| | Willard H. Dibble, .. | " .. | 1897 |
| | Mrs. Eli Bronson, <i>S.</i> , .. | " .. | 1897 |
| MIDDLEFIELD,..... | C. N. Burnham, <i>C.</i> , .. | Middlefield, .. | 1895 |
| | Waldo Miller, .. | " .. | 1895 |
| | Valerius Coles, .. | Rockfall, .. | 1896 |
| | Alfred H. Augur, .. | Middlefield, .. | 1896 |
| | Mrs. Lucy J. Hall, .. | " .. | 1897 |
| | Frances W. Perkins, <i>S.</i> , .. | " .. | 1897 |
| | Mrs. Sarah L. Dickinson, <i>A. V.</i> , .. | " .. | |
| | Rev. John Allender, <i>A. V.</i> , .. | " .. | |
| MIDDLETOWN,..... | Herbert E. Smith, .. | Middletown, .. | 1895 |
| | Charles E. Bacon, <i>A. V.</i> , .. | " .. | 1895 |
| | Patrick Meegan, <i>A. V.</i> , .. | " .. | 1896 |
| | Charles Reynolds, <i>S.</i> , .. | " .. | 1896 |
| | James K. Guy, <i>C.</i> , .. | " .. | 1897 |
| | Murray Closson, <i>A. V.</i> , .. | " .. | 1897 |
| MIDDLETOWN,†..... | W. U. Pearne, <i>S.</i> , .. | Middletown, .. | 1895 |
| (City District.) | Dr. Leonard Bailey, <i>A. V.</i> , .. | " .. | 1895 |
| | George A. Craig, .. | " .. | 1895 |
| | Wm T. Elmer, <i>C.</i> , .. | " .. | 1896 |
| | D. J. Donahoe, .. | " .. | 1896 |
| | William S. Whitney, .. | " .. | 1896 |
| | Fred. E. Gibbons, .. | " .. | 1897 |
| | Lyman D. Mills, .. | " .. | 1897 |
| | John G. Palmer, .. | " .. | 1897 |
| MILFORD,*..... | Robert W. Clark, .. | Milford, .. | 1895 |
| | Charles W. Beardsley, .. | " .. | 1895 |
| | Nathan E. Smith, <i>A. V.</i> , .. | " .. | 1895 |
| | Albert A. Baldwin, <i>C.</i> , .. | " .. | 1895 |
| | George M. Gunn, .. | " .. | 1896 |
| | William G. Mitchell, .. | " .. | 1896 |
| | Dr. W. A. Putney, .. | " .. | 1896 |
| | David E. Smith, .. | " .. | 1896 |
| | Dr. John S. Cairoli, .. | " .. | 1897 |
| | A. Clark Platt, .. | " .. | 1897 |
| | C. A. Tomlinson, <i>S.</i> , .. | " .. | 1897 |
| | William B. Brotherton, <i>A. V.</i> , .. | " .. | 1897 |
| MONROE,..... | Benjamin H. French, <i>A. V.</i> , .. | Stepney Depot, .. | 1896 |
| | E. O. Hull, <i>C.</i> , <i>A. V.</i> , .. | " .. | 1896 |
| | C. Edward Osborne, <i>S.</i> , <i>A. V.</i> , .. | " .. | 1896 |
| MONTVILLE,..... | D. D. Lyon, .. | Montville, .. | 1895 |
| | Joseph S. Latimer, .. | " .. | 1895 |
| | Charles F. Bartlett, .. | Uncasville, .. | 1895 |
| | William B. Walden, <i>C.</i> , <i>A. V.</i> , .. | " .. | 1896 |
| | Samuel W. Strickland, <i>A. V.</i> , .. | Chesterfield, .. | 1896 |
| | Moses Chapman, .. | Oakdale, .. | 1896 |
| | George O. Gadbois, <i>S.</i> , <i>A. V.</i> , .. | Leffingwell, .. | 1897 |
| | Wm. A. Coggeshall, .. | Uncasville, .. | 1897 |
| | Walter B. Miner, .. | Chesterfield, .. | 1897 |
| MORRIS,..... | Wm. Kirchberger, <i>C.</i> , <i>A. V.</i> , .. | East Morris, .. | 1895 |
| | C. S. Loveland, <i>S.</i> , <i>A. V.</i> , .. | Morris, .. | 1895 |
| | Silas E. Stockman, .. | East Morris, .. | 1896 |
| | Dwight Griswold, .. | West Morris, .. | 1896 |
| | Homer Stoddard, .. | Bantam, .. | 1897 |
| | Samuel A. Whittlesey, .. | Morris, .. | 1897 |

*Town School Committee.

†Board of Education.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|---|---|----------------------------|---------------|
| NAUGATUCK,..... | Wm. T. Rodenbach, <i>S., A. V.</i> , | Naugatuck, .. | 1895 |
| | P. J. Brennan, <i>A. V.</i> , .. | " .. | 1895 |
| | P. C. Lodge, <i>A. V.</i> , .. | " .. | 1896 |
| | Dr. F. B. Tuttle, <i>C., A. V.</i> , .. | " .. | 1896 |
| | A. H. Dayton, <i>A. V.</i> , .. | " .. | 1897 |
| | Miss J. A. Maher, <i>A. V.</i> , .. | " .. | 1897 |
| NEW BRITAIN,*..... | R. G. Hibbard, <i>S., A. V.</i> , | New Britain, .. | 1895 |
| | Dennis Riordan, .. | " .. | 1895 |
| | Louis J. Muller, .. | " .. | 1895 |
| | L. Hoyt Pease, .. | " .. | 1895 |
| | E. H. Davison, .. | " .. | 1896 |
| | Philip J. Markley, <i>C.</i> , .. | " .. | 1896 |
| | Charles S. Andrews, .. | " .. | 1896 |
| | Morris C. Webster, .. | " .. | 1896 |
| | Michael J. Coholan, .. | " .. | 1897 |
| | John Walsh, .. | " .. | 1897 |
| | W. F. Walker, .. | " .. | 1897 |
| | Louis E. C. Teich, .. | " .. | 1897 |
| NEW CANAAN,*..... | John N. Bartlett, <i>Super.</i> , | " .. | 1897 |
| | Edwin Hoyt, .. | New Canaan, .. | 1895 |
| | Cornelius G. Taylor, .. | " .. | 1895 |
| | Joseph Crawford, .. | " .. | 1895 |
| | Lewis C. Hall, .. | " .. | 1896 |
| | Rev. Aaron V. Bower, <i>S.</i> , | " .. | 1896 |
| | Benjamin P. Mead, <i>C.</i> , .. | " .. | 1896 |
| | George D. Nichols, .. | " .. | 1897 |
| | Rev. James H. Hoyt, .. | " .. | 1897 |
| | George F. Johnson, .. | " .. | 1897 |
| NEW FAIRFIELD,..... | J. J. Treadwell, <i>S., A. V.</i> , | New Fairfield, .. | 1895 |
| | Walter Chatterton, .. | " .. | 1896 |
| | Edward Treadwell, .. | Sherman, .. | 1896 |
| | Isaac S. Knapp, .. | New Fairfield, .. | 1896 |
| | H. H. Wildman, <i>C.</i> , .. | " .. | 1897 |
| | H. O. Leach, .. | " .. | 1897 |
| NEW HARTFORD,..... | Rev. John P. Hawley, <i>C., A. V.</i> , | New Hartford, .. | 1895 |
| | R. M. Olmsted, <i>S.</i> , .. | Nepaug, .. | 1895 |
| | Miss Kate A. Smith, .. | New Hartford, .. | 1896 |
| | Mrs. W. C. Woodruff, .. | " .. | 1896 |
| | G. C. Beckwith, <i>A. V.</i> , .. | Nepaug, .. | 1897 |
| | C. F. Maxfield, .. | New Hartford, .. | 1897 |
| | Samuel R. Avis, <i>C.</i> , .. | 124 Division St., .. | 1895 |
| | Eli Whitney, Jr., .. | 78 Crown St., .. | 1895 |
| NEW HAVEN,†.....
(City District.) | Harry W. Asher, .. | 153 Church St., .. | 1895 |
| | Frederick A. Betts, .. | 533 Grand Ave., .. | 1896 |
| | James T. Moran, .. | 139 Orange St., .. | 1896 |
| | William E. Morgan, .. | 358 Grand Ave., .. | 1896 |
| | Thomas Hooker, .. | 233 Church St., .. | 1897 |
| | John T. Manson, .. | 82 Church St., .. | 1897 |
| | Walter I. Connor, .. | 962 Grand Ave., .. | 1897 |
| | Horace Day, <i>S.</i> , .. | 21 Center St., .. | 1897 |
| | V. G. Curtis, <i>Super.</i> , .. | 21 Center St., .. | 1897 |
| | Hobart L. Hotchkiss, <i>S., A. V.</i> , | Westville, .. | 1895 |
| NEW HAVEN,†.....
(Westville District.) | John N. Austin, .. | " .. | 1895 |
| | M. E. Terrell, .. | " .. | 1895 |
| | E. L. Hitchcock, .. | " .. | 1896 |
| | L. Wheeler Beecher, <i>C.</i> , .. | " .. | 1896 |
| | Thomas McClure, .. | " .. | 1896 |
| | Burton Dickerman, .. | " .. | 1896 |
| | Amos Dickerman, .. | " .. | 1896 |
| | A. N. Farnham, .. | " .. | 1896 |
| NEW HAVEN,.....
(South District.) | Henry S. Shiner, <i>C., A. V.</i> , | Morris Cove, New Haven, .. | 1895 |
| | Julius H. Morris, <i>S., A. V.</i> , | " .. | 1895 |
| | Mrs. H. S. Shiner, <i>A. V.</i> , .. | " .. | 1895 |
| | Edwin A. Morris, <i>A. V.</i> , .. | " .. | 1895 |
| NEWINGTON,..... | Rev. Jared Starr, <i>S.</i> , .. | Newington Junction, .. | 1895 |
| | Jedediah Deming, .. | " .. | 1895 |
| | John S. Kirkham, <i>C.</i> , .. | " .. | 1896 |
| | George E. Churchill, .. | " .. | 1896 |
| | Miss Lizzie A. Root, <i>A. V.</i> , .. | " .. | 1897 |
| NEW LONDON,*..... | Miss Agnes M. Belden, .. | " .. | 1897 |
| | Thomas W. Potter, <i>C.</i> , .. | New London, .. | 1895 |
| | Edward H. Wheeler, .. | " .. | 1895 |
| | Frederick S. Newcomb, .. | " .. | 1895 |

*Town School Committee.

† Board of Education.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|----------------------|--------------------------------------|----------------------|---------------|
| NEW LONDON,* | John G. Stanton, .. | New London, .. | 1896 |
| | Annie C. S. Fenner, .. | " " .. | 1896 |
| | William H. Reeves, .. | " " .. | 1896 |
| | George Whittlesey, .. | " " .. | 1897 |
| | Richard S. Crump, S., .. | " " .. | 1897 |
| | Chas. B. Jennings, A. V., .. | " " .. | 1897 |
| NEW MILFORD,* | Frederick E. King, .. | New Milford, .. | 1895 |
| | John F. Addis, .. | " .. | 1895 |
| | W. G. Green, .. | " .. | 1895 |
| | Cyrus A. Todd, .. | " .. | 1895 |
| | George W. Richmond, .. | " .. | 1896 |
| | Charles N. Hall, .. | " .. | 1896 |
| | Fred Williams, S., .. | " .. | 1896 |
| | J. B. Merwin, .. | " .. | 1896 |
| | Francis E. Baldwin, C., .. | Northville, .. | 1897 |
| | Amos H. Bowers, A. V., .. | Gaylordsville, .. | 1897 |
| | Charles H. Soule, .. | " .. | 1897 |
| | V. B. Sterling, .. | New Milford, .. | 1897 |
| | Daniel G. Beers, A. V., .. | Newtown, .. | 1895 |
| NEWTOWN, | John J. Northrop, S., A. V., .. | " .. | 1895 |
| | Ezra L. Johnson, A. V., .. | " .. | 1895 |
| | Rev. Otis O. Wright, A. V., .. | Sandy Hook, .. | 1896 |
| | Thos. J. Corbett, A. V., .. | " .. | 1896 |
| | William J. Brew, C., A. V., .. | " .. | 1897 |
| | George R. Bigelow, A. V., .. | Norfolk, .. | 1895 |
| NORFOLK,..... | Howard W. Carter, .. | " .. | 1895 |
| | Timothy O'Connor, .. | " .. | 1895 |
| | Edmund Brown, .. | " .. | 1896 |
| | Rev. John DePeu, C., .. | " .. | 1896 |
| | Edward J. Prescott, .. | " .. | 1896 |
| | Silas A. Palmer, A. V., .. | " .. | 1897 |
| | John D. Bassett, S., .. | " .. | 1897 |
| | William O'Connor, .. | " .. | 1897 |
| | Rev. F. Countryman, A. V., .. | North Branford, .. | 1895 |
| | T. A. Smith, C., .. | Northford, .. | 1895 |
| NORTH BRANFORD,..... | Wm. D. Ford, S., .. | North Branford, .. | 1896 |
| | J. H. Delehanty, .. | Northford, .. | 1896 |
| | Newton M. Robinson, .. | " .. | 1897 |
| | Dwight M. Foote, A. V., .. | " .. | 1897 |
| | George S. Dunning, .. | East Canaan, .. | 1895 |
| | E. M. Rood, .. | Clayton, Mass., .. | 1895 |
| | M. E. Tobey, C., A. V., .. | Canaan, .. | 1896 |
| NORTH CANAAN,..... | R. C. Newton, .. | " .. | 1896 |
| | A. T. Roraback, S., A. V., .. | " .. | 1897 |
| | E. S. Roberts, A. V., .. | East Canaan, .. | 1897 |
| | Theophilus O. Eaton, .. | Montowese, .. | 1895 |
| | Jno. A. Tomlinson, .. | North Haven, .. | 1895 |
| | Jos. E. Bishop, .. | Clintonville, .. | 1895 |
| | S. B. Thorpe, C., .. | North Haven, .. | 1896 |
| NORTH HAVEN,..... | Dr. R. B. Goodyear, S., A. V., .. | " .. | 1896 |
| | Ezra L. Stiles, .. | " .. | 1896 |
| | Stephen H. Bower, .. | " .. | 1897 |
| | Charles O. Saxton, .. | Montowese, .. | 1897 |
| | Jesse B. Jacobs, .. | Wallingford, .. | 1897 |
| | Sarah T. Palmer, C., A. V., .. | Pendleton Hill, .. | 1897 |
| | Mrs. Chester S. Maine, S., A. V., .. | North Stonington, .. | 1897 |
| | Addie C. Chapman, A. V., .. | Clark's Falls, .. | 1897 |
| | Abiathar Blanchard, .. | South Norwalk, .. | 1895 |
| | Bradley S. Keith, .. | Winnipauk, .. | 1895 |
| NORWALK, | Edwin Wilcox, .. | South Norwalk, .. | 1895 |
| | Edwin Adams, C., .. | " .. | 1896 |
| | Frederick R. Mead, .. | Norwalk, .. | 1896 |
| | Alfred E. Austin, A. V., .. | " .. | 1896 |
| | George W. Carroll, .. | South Norwalk, .. | 1897 |
| | John S. Light, A. V., .. | " .. | 1897 |
| | Charles Olmstead, S., A. V., .. | Norwalk, .. | 1897 |
| | S. Ashbel Crandall, .. | Norwich, .. | 1895 |
| | Stephen H. Hall, .. | " .. | 1895 |
| | Frank E. Brown, .. | " .. | 1895 |
| NORWICH,..... | Howard L. Stanton, .. | " .. | 1896 |
| | Thomas A. Perkins, S., A. V., .. | " .. | 1896 |
| | George Beardow, .. | Taftville, .. | 1896 |
| | Franklin H. Brown, C., .. | Norwich, .. | 1897 |
| | | | |

* Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|-----------------------------------|-------------------------------------|--------------------------|---------------|
| NORWICH,..... | Joseph Aiken, | Taftville, | 1897 |
| | William W. Collins, | Norwich, | 1897 |
| NORWICH (Town St. Dist.),† | Ira L. Peck, C., | " | 1895 |
| | Chas. F. Tufts, | Norwich Town, | 1895 |
| | C. M. Williams, | " | 1895 |
| | Alba L. Hale, | " | 1896 |
| | Lewis A. Hyde, S., | Norwich, | 1896 |
| | Alvan T. Smith, | Norwich Town, | 1896 |
| | A. W. Dickey, | Norwich, | 1897 |
| | Gardiner Greene, Jr., | " | 1897 |
| | Wm. B. Lathrop, | Norwich Town, | 1897 |
| NORWICH (Central Dist.),† | Rev. Wm. S. Palmer, A. V., .. | Norwich, | 1895 |
| | Dr. Patrick Cassidy, | Norwich, | 1895 |
| | S. Ashbel Crandall, | " | 1895 |
| | John L. Parker, | " | 1895 |
| | Burrell W. Hyde, S., | " | 1896 |
| | Rev. R. H. Nelson, | " | 1896 |
| | M. M. Whittemore, | " | 1896 |
| | Luther R. Case, | " | 1897 |
| | S. Alpheus Gilbert, C., | " | 1897 |
| | Donald G. Perkins, | " | 1897 |
| | N. L. Bishop, <i>Supl.</i> , | " | 1897 |
| NORWICH (West Chelseat District), | Richard T. Bushnell, | West Thames Street, .. | 1895 |
| | Frank H. Lovell, A. V., .. | 251 West Main Street, .. | 1895 |
| | Nathan Small, C., | 72 Asylum Street, .. | 1895 |
| | Sanford A. Chapman, | 21 Fairmount Street, .. | 1896 |
| | Wm. R. Cowan, Jr., | 49 Fairmount Street, .. | 1896 |
| | Henry G. Peck, | 11 Peck Street, | 1896 |
| | H. Arthur Bill, | 15 Dunham Street, .. | 1897 |
| | J. H. Cranston, S., A. V., .. | 198 West Thames St., .. | 1897 |
| | Howard L. Stanton, | 39 Fairmount, | 1897 |
| OLD LYME, | B. F. Swaney, S., | Blackhall, | 1895 |
| | A. H. Griswold, A. V., .. | " | 1895 |
| | F. L. Babcock, | Old Lyme, | 1896 |
| | J. Swaney, | Blackhall, | 1896 |
| | H. M. Caulkins, | Old Lyme, | 1897 |
| | Rev. Arthur Shirley, C., .. | " | 1897 |
| OLD SAYBROOK,* | Robert Chapman, | Saybrook, | 1895 |
| | W. E. Clark, C., | " | 1895 |
| | Rev. J. D. S. Pardee, A. V., .. | " | 1895 |
| | John N. Clark, S., | " | 1896 |
| | Frederick A. Curtis, | " | 1896 |
| | Joseph L. Hayden, | " | 1896 |
| | Franklin T. Bradley, | " | 1897 |
| | Geo. W. Denison, A. V., .. | " | 1897 |
| | Frank J. Kirtland, | Saybrook Point, | 1897 |
| ORANGE, | Wellington M. Andrew, A. V., .. | Orange, | 1895 |
| | Dr. J. F. Barnett, S., A. V., .. | West Haven, | 1895 |
| | W. J. Sheehan, A. V., .. | " | 1896 |
| | Rev. N. J. Squires, C., A. V., .. | " | 1896 |
| | D. A. Kimberly, A. V., .. | " | 1897 |
| | I. P. Treat, A. V., | Orange, | 1897 |
| OXFORD, | Edgar B. Hayes, A. V., .. | Oxford, | 1895 |
| | Elijah B. Treat, A. V., .. | " | 1895 |
| | Dr. Lewis Barnes, S., A. V., .. | " | 1896 |
| | Orlando C. Osborn, A. V., .. | " | 1896 |
| | Charles H. Lum, A. V., .. | " | 1897 |
| | Rev. Lewis F. Morris, C., A. V., .. | " | 1897 |
| PLAINFIELD, | Rev. E. P. Phraener, A. V., .. | Moosup, | 1895 |
| | Erastus Spaulding, | " | 1895 |
| | Waldo Tillinghast, C., A. V., .. | Plainfield, | 1895 |
| | Rev. S. H. Fellows, S., A. V., .. | Wauregan, | 1896 |
| | Henry C. Starkweather, | Plainfield, | 1896 |
| | J. M. Wilcox, | Central Village, | 1896 |
| | Rev. Henry T. Arnold, | Plainfield, | 1897 |
| | Rev. J. A. Creedon, | Moosup, | 1897 |
| | Daniel H. Grover, A. V., .. | " | 1897 |
| PLAINVILLE,* | Robert C. Usher, C., | Plainville, | 1895 |
| | Rev. H. T. Walsh, A. V., .. | " | 1895 |
| | J. S. Corban, S., | " | 1896 |
| | S. P. Williams, | " | 1896 |
| | Mrs. Mary G. Clark, | " | 1897 |
| | Dr. T. G. Wright, | " | 1897 |

*Town School Committee.

† Board of Education.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|-------------------|-----------------------------------|---------------------|---------------|
| PLYMOUTH, | W. W. Clemence, C., .. | Terryville, .. | 1895 |
| | Henry E. Stoughton, .. | Plymouth, .. | 1895 |
| | L. D. Baldwin, .. | " .. | 1895 |
| | M. W. Leach, .. | " .. | 1896 |
| | F. A. Scott, .. | Pequabuck, .. | 1896 |
| | A. S. Gaylord, S., A. V., .. | Terryville, .. | 1896 |
| | J. W. Clark, .. | " .. | 1897 |
| | Rev. William A. Gay, .. | " .. | 1897 |
| | A. W. Welton, .. | Plymouth, .. | 1897 |
| | Albertus S. Bruce, .. | Pomfret Landing, .. | 1895 |
| POMFRET, | Horace Sabin, .. | Pomfret, .. | 1895 |
| | Walter Bryden, .. | Elliott, .. | 1895 |
| | George Allen, S., .. | Abington, .. | 1896 |
| | Rev. Daniel Denison, .. | Pomfret Center, .. | 1896 |
| | Mrs. Mary I. Smith, .. | " .. | 1896 |
| | Mrs. A. C. S. Johnson, A. V., .. | Elliott, .. | 1897 |
| | Rev. Frederick Gardner, C., .. | Pomfret Center, .. | 1897 |
| | Mrs. Chas. W. Grosvenor, .. | " .. | 1897 |
| | A. H. Hale, A. V., .. | Portland, .. | 1895 |
| PORTLAND, | C. H. White, .. | Gildersleeve, .. | 1895 |
| | Peter H. Wilson, .. | Portland, .. | 1895 |
| | Dr. C. A. Sears, C., .. | " .. | 1896 |
| | F. Gildersleeve, .. | Gildersleeve, .. | 1896 |
| | W. D. Penfield, S., A. V., .. | Cobalt, .. | 1896 |
| | E. F. Bigelow, .. | Portland, .. | 1897 |
| | H. E. Ellsworth, .. | " .. | 1897 |
| | R. H. Pascall, .. | " .. | 1897 |
| PRESTON, | John F. Richardson, C., .. | Preston City, .. | 1896 |
| | Appleton Main, S., .. | " .. | 1896 |
| | John E. Woodward, A. V., .. | Norwich, .. | 1896 |
| PROSPECT,* | Edgar G. Wallace, .. | Prospect, .. | 1895 |
| | D. M. Plumb, A. V., .. | " .. | 1895 |
| | Morris Berger, .. | " .. | 1896 |
| | Halsey S. Clark, .. | Union City, .. | 1896 |
| | Rev. Wm. H. Phipps, S., A. V., .. | Prospect, .. | 1897 |
| | Mrs. W. E. Clark, C., .. | " .. | 1897 |
| PUTNAM, | Dr. John B. Kent, .. | Putnam, .. | 1895 |
| | Wm. R. Barber, A. V., .. | " .. | 1895 |
| | Eric H. Johnson, S., A. V., .. | " .. | 1895 |
| | George A. Hammond, .. | " .. | 1896 |
| | Frank F. Russell, .. | " .. | 1896 |
| | Moses G. Leonard, .. | " .. | 1896 |
| | Eugene A. Wheelock, .. | " .. | 1897 |
| | Lucius H. Fuller, C., .. | " .. | 1897 |
| | Arthur D. McIntyre, .. | " .. | 1897 |
| | Edward P. Shaw, A. V., .. | Redding Ridge, .. | 1895 |
| REDDING, | Mrs. Jennie G. Platt, .. | Redding, .. | 1895 |
| | G. W. Banks, .. | Georgetown, .. | 1895 |
| | W. C. Sanford, C., A. V., .. | Redding Ridge, .. | 1896 |
| | Mrs. C. C. Gorham, S., A. V., .. | Redding, .. | 1896 |
| | Dr. Howard P. Mansfield, .. | Georgetown, .. | 1896 |
| | J. N. Nickerson, .. | Redding, .. | 1897 |
| | W. Barlow Hill, .. | " .. | 1897 |
| | Burr Mills, .. | Georgetown, .. | 1897 |
| RIDGEFIELD, | Rev. J. W. Ballantine, A. V., .. | Ridgefield, .. | 1895 |
| | Francis H. Stalford, .. | " .. | 1895 |
| | Samuel Keeler, S., .. | " .. | 1895 |
| | Rev. Foster Ely, .. | " .. | 1896 |
| | John D. Nash, .. | Titicus, .. | 1896 |
| | Wm. J. Humphreys, .. | Ridgefield, .. | 1896 |
| | Joel L. Rockwell, .. | " .. | 1897 |
| | Henry B. Savage, .. | " .. | 1897 |
| | Edward H. Smith, C., .. | " .. | 1897 |
| ROCKY HILL, | Dr. F. L. Burr, C., A. V., .. | Rocky Hill, .. | 1895 |
| | John Shipmaker, .. | " .. | 1895 |
| | Wm. F. Griswold, .. | " .. | 1896 |
| | Mrs. Fannie Warner, A. V., .. | " .. | 1896 |
| | Wm. G. Robbins, S., .. | " .. | 1897 |
| ROXBURY, | James H. Warner, .. | " .. | 1897 |
| | Charles Sanford, S., A. V., .. | Roxbury, .. | 1895 |
| | Geo. W. P. Leavenworth, .. | Hotchkissville, .. | 1895 |
| | S. B. Smith, C., .. | Roxbury, .. | 1896 |
| | John W. Erwin, .. | " .. | 1896 |
| | Walter D. Humphrey, .. | " .. | 1897 |

* Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|---------------------|---|-----------------------|---------------|
| SALEM,..... | Dr. Chas. F. Congdon, <i>A. V.</i> , | Salem, | 1895 |
| | Frank D. Miner, .. | Gardner's Lake, .. | 1895 |
| | Olin F. Boynton, <i>S., A. V.</i> , .. | " " | 1896 |
| | Alvah Morgan, .. | Salem, | 1896 |
| | Robert A. Bailey, <i>C.</i> , .. | " " | 1897 |
| SALISBURY,..... | Rev. J. Ordway, .. | " " | 1897 |
| | Rev. Timothy F. Bannan, .. | Lakeville, .. | 1895 |
| | Elias F. Sanford, <i>S., A. V.</i> , .. | Ore Hill, .. | 1895 |
| | George B. Burrall, <i>C., A. V.</i> , .. | Lakeville, .. | 1896 |
| | Rev. James H. George, <i>A. V.</i> , .. | Salisbury, .. | 1897 |
| SAYBROOK,*..... | Miss Almira Cleaveland, .. | Lakeville, .. | 1897 |
| | Fred. L'Hommedieu, <i>C., A. V.</i> , .. | Deep River, .. | 1895 |
| | Dwight S. Southworth, .. | " " | 1895 |
| | Henry M. Snell, <i>S., A. V.</i> , .. | " " | 1895 |
| | George F. Spencer, .. | " " | 1896 |
| SCOTLAND,..... | Thomas L. Parker, .. | " " | 1896 |
| | Emory C. Parker, .. | " " | 1896 |
| | Dr. Edwin Bidwell, .. | " " | 1897 |
| | Fred. W. Williams, .. | " " | 1897 |
| | T. L. Harris, .. | " " | 1897 |
| SEYMOUR,*..... | Daniel T. Murphy, .. | Scotland, .. | 1895 |
| | Caleb Anthony, <i>S., A. V.</i> , .. | " " | 1895 |
| | John D. Moffit, .. | " " | 1895 |
| | Mrs. John D. Moffitt, .. | " " | 1896 |
| | J. B. Bacon, <i>C.</i> , .. | " " | 1897 |
| SHARON, | Mrs. L. B. Gallup, .. | " " | 1897 |
| | T. B. Beach, <i>S., A. V.</i> , .. | Seymour, .. | 1895 |
| | James Swan, .. | " " | 1895 |
| | Dr. Patrick F. Strapp, .. | " " | 1895 |
| | T. L. James, <i>C.</i> , .. | " " | 1896 |
| SHERMAN,..... | F. A. Rugg, .. | " " | 1896 |
| | Edward Brown, .. | " " | 1896 |
| | John Early, .. | " " | 1897 |
| | H. S. Halligan, .. | " " | 1897 |
| | L. A. Camp, <i>A. V.</i> , .. | " " | 1897 |
| SHARON, | Charles C. Gordon, .. | Sharon, .. | 1895 |
| | Dr. B. W. Munson, <i>S., A. V.</i> , .. | " " | 1895 |
| | Herman C. Rowley, <i>C.</i> , .. | " " | 1896 |
| | F. W. Dakin, .. | " " | 1896 |
| | Robert E. Goodwin, .. | " " | 1897 |
| SHERMAN,..... | Dwight N. Eggleston, .. | " " | 1897 |
| | Mills Hungerford, <i>C., A. V.</i> , .. | Sherman, .. | 1895 |
| | Charles I. Leach, <i>A. V.</i> , .. | " " | 1897 |
| | John N. Woodruff, <i>S., A. V.</i> , .. | " " | 1897 |
| SIMSBURY,..... | Rev. J. B. McLean, <i>C.</i> , .. | Simsbury, .. | 1895 |
| | Dr. Charles M. Wooster, <i>A. V.</i> , .. | Tariffville, .. | 1895 |
| | Chas. B. Holcomb, .. | " " | 1896 |
| | Gavett Holcomb, <i>A. V.</i> , .. | Weatogue, .. | 1896 |
| | Rev. C. E. Stowe, <i>S., A. V.</i> , .. | Simsbury, .. | 1897 |
| SOMERS,..... | Miss Mary Humphrey, .. | " " | 1897 |
| | W. P. Fuller, .. | Somers, .. | 1895 |
| | L. A. Kibbe, .. | " " | 1895 |
| | A. W. Kibbe, <i>S., A. V.</i> , .. | " " | 1896 |
| | M. F. Gowdy, .. | Somersville, .. | 1896 |
| SOUTHBURY,..... | C. J. Stephenson, .. | Somers, .. | 1897 |
| | Rev. C. H. Ricketts, <i>C.</i> , .. | " " | 1897 |
| | Rev. David F. Pierce, <i>C., A. V.</i> , .. | South Britain, .. | 1895 |
| | Birdsey Gilbert, .. | " " | 1895 |
| | Henry M. Canfield, <i>S., A. V.</i> , .. | " " | 1895 |
| SOUTHINGTON,*..... | Pardon A. Whitney, .. | Southington, .. | 1895 |
| | Ella G. Brooks, .. | " " | 1895 |
| | Dr. Jas. H. Osborne, <i>S.</i> , .. | " " | 1895 |
| | Ellen T. Lewis, .. | Plantsville, .. | 1896 |
| | Norman A. Barnes, .. | Southington, .. | 1896 |
| SOUTH WINDSOR,..... | Lydia S. Sloper, .. | " " | 1896 |
| | George S. Allen, .. | Plantsville, .. | 1897 |
| | Lucretia A. Cummings, <i>A. V.</i> , .. | " " | 1897 |
| | John J. Barnes, <i>C.</i> , .. | Southington, .. | 1897 |
| | Albert Candlin, <i>A. V.</i> , .. | " " | 1897 |
| SOUTH WINDSOR,..... | Hezekiah B. Noble, <i>C.</i> , .. | South Windsor, .. | 1895 |
| | Ellen M. Foster, <i>A. V.</i> , .. | Wapping, .. | 1895 |
| | Roswell Grant, <i>S., A. V.</i> , .. | East Windsor Hill, .. | 1896 |
| | Olive A. Jones, .. | South Windsor, .. | 1896 |

* Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|---------------------|---|------------------------------|---------------|
| SOUTH WINDSOR,..... | Frank Avery, | Wapping, | 1897 |
| | L. J. Grant, | " | 1897 |
| SPRAGUE, | Fred'k Dobrow, | Baltic, | 1895 |
| | James E. Vickeridge, <i>S., A. V.</i> , | Hanover, | 1895 |
| | Wm. D. Nolan, | Baltic, | 1896 |
| | Nathan Geer, <i>A. V.</i> , | " | 1896 |
| | Dr. T. I. Stanton, <i>C.</i> , | " | 1897 |
| | Ebenezer Allen, | Hanover, | 1897 |
| STAFFORD,..... | John O. Booth, <i>C., A. V.</i> , | Staffordville, | 1895 |
| | Rev. H. D. Adams, <i>A. V.</i> , | " | 1895 |
| | Ralph Wiers, <i>A. V.</i> , | Crystal Lake, | 1896 |
| | J. R. Washburn, <i>S., A. V.</i> , | West Stafford, | 1896 |
| | Dr. F. L. Smith, <i>A. V.</i> , | Stafford Springs, | 1897 |
| | C. H. King, <i>A. V.</i> , | " | 1897 |
| STAMFORD,*..... | George H. Hoyt, | Stamford, | 1895 |
| | Dr. Francis J. Rogers, | " | 1895 |
| | Dr. Lewis R. Hurlburt, | " | 1895 |
| | Geo. H. Soule, | " | 1896 |
| | Dr. Watson E. Rice, | " | 1896 |
| | Chas. A. Peck, | " | 1896 |
| | Schuyler Merritt, <i>C.</i> , | " | 1897 |
| | Dr. Henry P. Geib, | " | 1897 |
| | Nath'l R. Hart, <i>S.</i> , | " | 1897 |
| | Everett C. Willard, <i>Supt.</i> , | " | |
| STERLING, | Benjamin S. Bliss, | Oneco, | 1895 |
| | Oliver A. Barr, | " | 1895 |
| | John B. Stanton, | Moosup, | 1896 |
| | Orren W. Bates, <i>S., A. V.</i> , | Oneco, | 1896 |
| | Henry D. Dixon, | North Sterling, | 1897 |
| | Rev. Charles H. Hickok, <i>C.</i> , | Sterling Hill, | 1897 |
| STONINGTON,.... | Silas B. Wheeler, <i>C., A. V.</i> , | Old Mystic, | 1896 |
| | Simeon Gallup, <i>S., A. V.</i> , | " | 1896 |
| | Chas. H. Babcock, <i>A. V.</i> , | Westerly, R. I., | 1896 |
| STRATFORD, | Geo. F. Lewis, <i>A. V.</i> , | Stratford, | 1894 |
| | Chas. C. Wells, <i>A. V.</i> , | " | 1895 |
| | A. Wilcoxson, <i>S., A. V.</i> , | " | 1896 |
| | R. H. Russell, <i>C., A. V.</i> , | " | 1896 |
| | H. J. Curtis, <i>A. V.</i> , | " | 1897 |
| | Wm. B. Cogswell, <i>A. V.</i> , | " | 1897 |
| SUFFIELD,..... | Edwin A. Russell, | Suffield, | 1895 |
| | Rev. L. B. Curtis, <i>A. V.</i> , | " | 1895 |
| | Rev. Chas. B. Strong, | " | 1896 |
| | Leverett N. Austin, <i>S.</i> , | West Suffield, | 1896 |
| | Rev. George F. Genung, <i>C.</i> , | Suffield, | 1897 |
| | Philo W. Street, | " | 1897 |
| THOMASTON,*..... | Samuel S. Lamb, | Thomaston, | 1895 |
| | Dr. Ralph S. Goodwin, | " | 1895 |
| | George A. Stoughton, | " | 1895 |
| | Rev. Arthur T. Parsons, | " | 1896 |
| | Albert P. Bradstreet, <i>C.</i> , | " | 1896 |
| | Geo. H. Stoughton, | " | 1896 |
| | Rev. M. J. Daly, | " | 1897 |
| | Geo. A. Lemmon, | " | 1897 |
| | Fred I. Roberts, <i>S., A. V.</i> , | " | 1897 |
| THOMPSON,..... | E. Herbert Cortis, <i>C., A. V.</i> , | North Grosvenordale, | 1895 |
| | Geo. H. Wilbur, <i>A. V.</i> , | East Thompson, | 1895 |
| | Rev. N. J. Pinkham, <i>S., A. V.</i> , | Thompson, | 1895 |
| TOLLAND,..... | David A. Brown, <i>S., A. V.</i> , | Tolland, | 1895 |
| | E. E. Fuller, | " | 1895 |
| | William D. Holman, | West Willington, | 1896 |
| | Chas. S. Hurlbut, | Rockville, | 1896 |
| | Dr. Willard N. Simmons, | Tolland, | 1897 |
| | A. L. Benton, <i>C.</i> , | " | 1897 |
| TORRINGTON,*..... | James Alldis, | Torrington, | 1895 |
| | Avery F. Miner, | " | 1895 |
| | Elisha J. Steele, <i>C.</i> , | " | 1895 |
| | Rev. M. W. Barry, | " | 1896 |
| | Edward B. Birge, | " | 1896 |
| | Burr Lyon, | " | 1896 |
| | Oliver P. Coe, | " | 1897 |
| | Willard A. Cowles, <i>S.</i> , | " | 1897 |
| | James W. Hague, | " | 1897 |
| | Edwin H. Forbes, <i>Supt.</i> , | " | 1897 |

*Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|--------------------------|---|-------------------------|---------------|
| TRUMBULL, | Beach Hill, | Trumbull, | 1895 |
| | Rev. Wm. F. White, | Long Hill, | 1895 |
| | S. H. Booth, <i>C.</i> , | Trumbull, | 1896 |
| | Dr. F. C. Starkweather, | Long Hill, | 1896 |
| | Rev. C. W. Boylston, <i>S., A. V.</i> , | Trumbull, | 1897 |
| UNION, | E. P. Burton, | Plattsville, | 1897 |
| | George Towne, <i>S., A. V.</i> , | Union, | 1895 |
| | Francis L. Upham, <i>A. V.</i> , | Staffordville, | 1895 |
| | Ernest E. Corbin, | Union, | 1896 |
| | Frank Towne, | Wales, Mass., | 1896 |
| VERNON, | Elam C. Booth, <i>C.</i> , | Stafford Springs, | 1897 |
| | Jonathan C. Upham, <i>A. V.</i> , | Union, | 1897 |
| | A. R. Goodrich, <i>C.</i> , | Vernon, | 1895 |
| | Morris Talcott, | Talcottville, | 1895 |
| | Rev. E. W. Potter, <i>A. V.</i> , | Rockville, | 1896 |
| VOLUNTOWN, | John A. Toohey, | " | 1896 |
| | W. B. Foster, <i>S., A. V.</i> , | " | 1897 |
| | A. M. Gibson, | " | 1897 |
| | John E. Green, <i>S., A. V.</i> , | Voluntown, | 1895 |
| | John E. Tanner, | Campbell's Mills, | 1895 |
| WALLINGFORD, | Mrs. Helen Dewhurst, <i>C.</i> , | Voluntown, | 1896 |
| | Leonard B. Kinney, | " | 1896 |
| | E. Byron Gallup, | Ekonk, | 1897 |
| | Frank S. Bitgood, <i>C.</i> , | Voluntown, | 1897 |
| | L. M. Hubbard, | Wallingford, | 1895 |
| WARREN, | Rev. Hugh Mallon, | " | 1895 |
| | Henry L. Hall, <i>S., A. V.</i> , | " | 1896 |
| | Rev. F. E. Marble, <i>A. V.</i> , | " | 1896 |
| | J. J. Redmond, | " | 1897 |
| | Rev. J. E. Wildman, <i>C.</i> , | " | 1897 |
| WASHINGTON,* | F. P. Knapp, | Warren, | 1895 |
| | Homer T. Sackett, | " | 1895 |
| | Noble B. Strong, | " | 1896 |
| | Rev. A. Gardner, <i>C., S., A. V.</i> , | " | 1897 |
| | Daniel Young, | " | 1897 |
| WATERBURY, | Frank P. Bolles, | New Preston, | 1895 |
| | Wm. G. Brinsmade, <i>S., A. V.</i> , | Washington, | 1895 |
| | Charles N. Beach, <i>C., A. V.</i> , | " Depot, | 1896 |
| | S. C. Kingman, | " | 1896 |
| | Chas. P. Lyman, | New Preston, | 1897 |
| WATERBURY(Cent. Dist.),† | Rev. Henry Upson, <i>A. V.</i> , | " | 1897 |
| | Wm. E. Austin, | Waterbury, | 1895 |
| | Homer F. Bassett, <i>A. V.</i> , | " | 1895 |
| | Dr. B. A. O'Hara, | " | 1895 |
| | W. F. Griggs, | " | 1896 |
| WATERBURY(Cent. Dist.),† | James E. Russell, <i>S.</i> , | " | 1896 |
| | John L. Saxe, <i>C.</i> , | " | 1896 |
| | J. Archambeault, | " | 1897 |
| | Geo. H. Cowell, | " | 1897 |
| | John A. Osborn, | " | 1897 |
| WATERBURY(Cent. Dist.),† | G. H. Cowell, <i>A. V.</i> , | Waterbury, | 1895 |
| | Dr. John F. Hayes, <i>A. V.</i> , | " | 1895 |
| | Dr. E. W. McDonald, <i>A. V.</i> , | " | 1895 |
| | Rev. J. A. Mulcahy, <i>C., A. V.</i> , | " | 1895 |
| | Dr. B. A. O'Hara, <i>A. V.</i> , | " | 1895 |
| WATERFORD, | Lewis A. Platt, <i>A. V.</i> , | " | 1895 |
| | Thomas D. Wells, <i>A. V.</i> , | " | 1895 |
| | M. S. Crosby, <i>Supt.</i> , | " | 1895 |
| | T. J. Moran, <i>Clerk</i> , | " | 1895 |
| | J. E. Dart, <i>A. V.</i> , | New London, | 1895 |
| WATERTOWN, | E. J. Hempstead, <i>A. V.</i> , | " | 1895 |
| | H. H. Gorton, <i>S., A. V.</i> , | " | 1896 |
| | R. B. Wall, <i>A. V.</i> , | Waterford, | 1896 |
| | A. H. Lanphere, <i>C., A. V.</i> , | " | 1897 |
| | W. C. Saunders, <i>A. V.</i> , | " | 1897 |
| WATERTOWN, | E. C. Margraff, <i>A. V.</i> , | Watertown, | 1895 |
| | A. A. Stone, | Oakville, | 1895 |
| | Frank S. R. Douglass, <i>A. V.</i> , | " | 1896 |
| | Merrit C. Skilton, <i>C., A. V.</i> , | Watertown, | 1896 |
| | T. P. Baldwin, <i>S., A. V.</i> , | " | 1897 |
| WATERTOWN, | George F. Pritchard, <i>A. V.</i> , | " | 1897 |
| | Horace D. Taft, <i>A. V.</i>, .. .. | " .. .. | .... |

*Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|-----------------------|--------------------------------------|-----------------------------|---------------|
| WESTBROOK, | Fred'k J. DeWolf, .. | Westbrook, .. | 1895 |
| | Henry R. Parker, .. | " .. | 1895 |
| | Rev. E. B. Sanford, C., A. V., .. | " .. | 1896 |
| | Dr. T. B. Bloomfield, S., .. | " .. | 1896 |
| | Egbert E. Higgins, A. V., .. | " .. | 1897 |
| WEST HARTFORD,* | Wm. H. Conc, .. | " .. | 1897 |
| | Wm. H. Hall, C., .. | West Hartford, .. | 1895 |
| | Wilbur E. Goodwin, .. | Elmwood, .. | 1895 |
| | W. W. Huntington, .. | Prospect Ave., Hartford, .. | 1895 |
| | A. C. Sternberg, A. V., .. | West Hartford, .. | 1896 |
| | Frank H. Stadmueller, S., .. | Elmwood, .. | 1896 |
| | H. C. Judd, .. | Highland St., Hartford, .. | 1896 |
| | C. Edward Beach, .. | Elmwood, .. | 1897 |
| | Rev. T. M. Hodgdon, .. | West Hartford, .. | 1897 |
| | Mrs. Robert Way, .. | " .. | 1897 |
| WESTON, | Rufus K. Fitch, .. | Weston, .. | 1895 |
| | Iverson C. Fanton, S., A. V., .. | Aspetuck, .. | 1895 |
| | Rev. Alex. Hamilton, .. | Lyons Plain, .. | 1896 |
| | David S. Parsons, C., .. | " .. | 1896 |
| | Vanderbilt Godfrey, .. | Weston, .. | 1897 |
| WESTPORT, | Ebenezer Fitch, .. | Westport, .. | 1897 |
| | Rev. John H. Carroll, .. | Westport, .. | 1895 |
| | Daniel B. Bradley, Jr., C., .. | " .. | 1895 |
| | Dr. L. T. Day, S., A. V., .. | " .. | 1896 |
| | Rev. Jabez Backus, A. V., .. | " .. | 1896 |
| WETHERSFIELD, | J. Frank Ellwood, .. | Green's Farms, .. | 1897 |
| | C. H. Kemper, Jr., .. | Westport, .. | 1897 |
| | Leslie E. Adams, S., .. | South Wethersfield, .. | 1895 |
| | Edward D. Robbins, .. | Wethersfield, .. | 1895 |
| | Frederick W. Warner, .. | " .. | 1895 |
| | Thomas N. Griswold, .. | South Wethersfield, .. | 1896 |
| | Joseph O. Hurlbut, C., A. V., .. | Wethersfield, .. | 1896 |
| | Stephen Morgan, .. | " .. | 1896 |
| | George W. Harris, .. | " .. | 1897 |
| | Stephen M. Welles, .. | " .. | 1897 |
| WILLINGTON, | Luther W. Adams, .. | South Wethersfield, .. | 1897 |
| | Charles T. Preston, C., A. V., .. | Willington, .. | 1897 |
| | Rev. Chas. H. Brown, S., A. V., .. | " .. | 1897 |
| | Mrs. Esther Dimock, A. V., .. | Moose Meadow, .. | 1897 |
| WILTON, | George William Ogden, .. | Wilton, .. | 1895 |
| | Samuel Miller, .. | Cannon's, .. | 1895 |
| | Luzon Jelliffe, S., A. V., .. | Wilton, .. | 1896 |
| | Horace Reynolds, C., .. | North Wilton, .. | 1896 |
| | John B. Sturges, .. | Cannon's, .. | 1897 |
| | William Betts, .. | North Wilton, .. | 1897 |
| WINCHESTER, | Midian N. Griswold, C., A. V., .. | Winsted, .. | 1895 |
| | Dr. William S. Hulbert, A. V., .. | " .. | 1895 |
| | Miss B. W. Carpenter, A. V., .. | West Winsted, .. | 1896 |
| | James P. Shelly, A. V., .. | Winsted, .. | 1896 |
| | Rev. Geo. F. Prentiss, S., A. V., .. | " .. | 1897 |
| | Charles A. Bristol, A. V., .. | West Winsted, .. | 1897 |
| WINDHAM, | Rev. Fl. DeBruycker, .. | Willimantic, .. | 1895 |
| | Dr. Frank E. Guild, A. V., .. | Windham, .. | 1895 |
| | J. W. Hillhouse, .. | Willimantic, .. | 1895 |
| | Dr. Frederick L. Rogers, .. | " .. | 1896 |
| | Dr. John Weldon, .. | " .. | 1896 |
| | George L. Storrs, S., A. V., .. | " .. | 1896 |
| WINDSOR, | Rev. C. A. Dinsmore, C., A. V., .. | " .. | 1897 |
| | Mrs. Ervin W. Hamlin, A. V., .. | " .. | 1897 |
| | Mrs. Abbie S. Utley, .. | " .. | 1897 |
| | Rev. F. W. Harriman, C., A. V., .. | Windsor, .. | 1895 |
| | William H. Harvey, A. V., .. | " .. | 1895 |
| | Rev. Roscoe Nelson, A. V., .. | " .. | 1896 |
| WINDSOR LOCKS,* | Eugene Brown, S., A. V., .. | Poquonock, .. | 1896 |
| | V. Emma Thrail, A. V., .. | Windsor, .. | 1897 |
| | John Kearney, .. | Poquonock, .. | 1897 |
| | Dr. W. J. Coyle, A. V., .. | Windsor Locks, .. | 1895 |
| | Allen Pease, .. | " .. | 1895 |
| | C. W. Holbrook, .. | " .. | 1896 |
| | G. W. Montgomery, S., A. V., .. | " .. | 1896 |
| | F. S. Bidwell, .. | " .. | 1897 |
| | T. F. McCarty, C., .. | " .. | 1897 |

*Town School Committee.

| TOWNS. | NAMES. | P. O. Address. | Term Expires. |
|----------------------|--|---------------------|---------------|
| WOLCOTT,* | John R. S. Todd, <i>S., A. V.</i> , .. | Waterbury, | 1895 |
| | Evelyn M. Upson, | Wolcott, | 1895 |
| | Elliot Bronson, | " | 1896 |
| | Andrew J. Slater, | " | 1896 |
| | Henry B. Carter, <i>C.</i> , | " | 1897 |
| | Rufus Norton, | " | 1897 |
| WOODBIDGE,* | Leroy C. Beecher, <i>C.</i> , | Westville, | 1895 |
| | Elmer E. Thomas, | " | 1895 |
| | William H. Warner, <i>S., A. V.</i> , .. | " | 1895 |
| | Charles Pierson Augur, | " | 1896 |
| | Ira W. Baldwin, | Ansonia, | 1896 |
| | Stiles C. Williams, | Westville, | 1896 |
| | Henry W. Chatfield, | Seymour, | 1897 |
| | William W. Peck, | Westville, | 1897 |
| WOODBURY, | Stephen M. Peck, | " | 1897 |
| | W. J. Clark, <i>S., A. V.</i> , | North Woodbury, .. | 1895 |
| | David L. Somers, | " | 1895 |
| | A. D. Warner, | Woodbury, | 1895 |
| | Rev. Joseph A. Freeman, <i>C.</i> , .. | " | 1896 |
| | Michael F. Skelly, | " | 1896 |
| | Rev. J. L. R. Wyckoff, | North Woodbury, .. | 1896 |
| | Rev. J. C. Linsley, | Woodbury, | 1897 |
| | N. M. Strong, | North Woodbury, .. | 1897 |
| | Chas. T. Terrill, | " | 1897 |
| WOODSTOCK, | Frank Barrett, | North Woodstock, .. | 1895 |
| | Henry K. Safford, | West Woodstock, .. | 1895 |
| | Rev. F. H. Viets, | East Woodstock, .. | 1895 |
| | Henry W. Hibbard, <i>C., A. V.</i> , .. | Woodstock, | 1896 |
| | W. W. Webber, <i>S.</i> , | " | 1896 |
| | Vernon T. Wetherell, <i>A. V.</i> , .. | North Woodstock, .. | 1896 |
| | Rev. P. S. Butler, <i>A. V.</i> , | West Woodstock, .. | 1897 |
| | Mrs. F. Corbin, | West Woodstock, .. | 1897 |
| | Dr. Joseph Spaulding, | Woodstock, | 1897 |

*Town School Committee.

INDEX.

| | PAGE. |
|--|----------|
| Abington library, | 202 |
| Andover library, | 202 |
| Apparatus, | 31 |
| Arbor day, | 136 |
| Proclamation, 1892, | 136 |
| 1893, | 137 |
| 1894, | 137 |
| Arithmetic, teaching of, | 340, 346 |
| Ashford library, | 202 |
| Attendance, | 85 |
| enforcement of law concerning, 1892, | 41 |
| 1893, | 43 |
| 1894, | 45 |
| increase of, 1892, | 37 |
| 1893, | 38 |
| 1894, | 39 |
| statistics of, 1893, | 33 |
| 1894, | 35 |
| Avon library, | 202 |
| Berlin library, | 203 |
| Bethlehem library, | 203 |
| Boardman Manual Training School, | 162, 164 |
| Bolton library, | 203 |
| Branford, transportation of children in, | 106 |
| Bridgeport library, | 204 |
| Bristol library, | 205 |
| Brooklyn library, | 206 |
| act concerning, | 258 |
| Canaan library, | 207 |
| Carroll, C. F., | 141 |
| Centerbrook library, | 207 |
| Certificates, holders of State, | 109 |
| Cheshire library, | 207 |
| Children, employment of, in mercantile establishments, | 97 |
| Coe, Levi E., library, act concerning, | 259 |
| Colchester library, | 207 |

| | PAGE. |
|--|-------|
| Columbia library, | 208 |
| Columbus day proclamation, | 278 |
| Columbian exposition, | 279 |
| exhibits, | 279 |
| awards, | 283 |
| Contributions, voluntary, | 27 |
| Cooking classes, | 136 |
| Cornwall library, | 208 |
| Coventry library, | 209 |
| Cromwell library, | 209 |
| Danbury library, | 209 |
| Danielsonville library, | 210 |
| Deposit Fund, Town, | 25 |
| Derby Library Association, act concerning, | 259 |
| District system, | 153 |
| District tax, | 27 |
| East Haddam library, | 211 |
| East Hartford library, | 211 |
| East Morris library, | 212 |
| Ellington library, | 212 |
| Employment, suggestions as to, | 94 |
| Enfield, transportation of children in, | 104 |
| Enumeration — increase, 1892, | 37 |
| 1893, | 38 |
| 1894, | 39 |
| need of care in, | 87 |
| statistics, 1893, | 33 |
| 1894, | 35 |
| Evening schools, | 94 |
| statistics of, | 87 |
| law concerning, | 112 |
| reports of, | 121 |
| Expenditure per capita, | 31 |
| Expenditures, | 30 |
| summary of, | 32 |
| Expenses, running, | 31 |
| Fairfield County, condition of schools in, | 288 |
| Fairfield library, | 213 |
| Farmington library, | 213 |
| Financial statement, | 22-24 |
| statistics, summary, 1893, | 22 |
| 1894, | 23 |
| Franklin library, | 213 |
| Fuel, | 31 |
| Funds, school, | 24 |
| town deposit, | 25 |
| local, | 26 |

| | PAGE. |
|--|----------|
| Geography, | 386 |
| Glastonbury library, | 213 |
| Graded schools, | 152, 304 |
| Granby library, | 214 |
| Greenwich library, | 214 |
| Groton library, | 214 |
| Guilford library, | 214 |
|
Haddam library, |
215 |
| Hampton library, | 215 |
| Hartford, Watkinson library, | 215 |
| Public library, | 217 |
| Acts concerning, | 260, 261 |
| Connecticut Historical Society library, | 219 |
| Health of schools, | 308 |
| Hebron library, | 219 |
| High Schools, | 131 |
| statistics of 1892-3, | 132 |
| 1893-4, | 134 |
| lack of, | 153 |
| History, | 376 |
|
Incidentals, |
31 |
| Industries of children, | 290 |
| Indebtedness, | 31 |
| Ivoryton library, | 220 |
|
Judson, J. K., Report of, |
85 |
|
Kindergarten, New Britain, |
141 |
| Kindergartens, | 123 |
| statistics of 1893, | 124 |
| 1894, | 128 |
|
Labor, child, enforcement of law concerning, 1892, |
48 |
| 1893, | 54 |
| 1894, | 60 |
| mercantile establishments, children employed in, | 97 |
| Ledyard library, | 220 |
| Libraries, | 31 |
| early contents, character, etc., | 249 |
| histories of, | 202 |
| special acts of 1893 relating to, | 255-262 |
| statistics of 1891-2, | 191 |
| 1892-3, | 201 |
| Libraries, public, | 170 |
| law, | 170 |
| library committee, | 172 |

| | PAGE. |
|--|---------|
| Libraries, what can be done for country towns, | 173 |
| suggestions concerning, | 174 |
| suggestions for small libraries, | 175 |
| Libraries, school, | 165 |
| law, | 165 |
| what districts entitled to grant, | 166 |
| amount of grant, | 166 |
| conditions, | 166 |
| expenditures, | 167 |
| object of, | 168 |
| Litchfield library, | 221 |
| Local funds, | 26 |
| Madison library, | 221 |
| Manual training classes, | 136 |
| Manual training school, Boardman, | 162-164 |
| Meriden, evening schools of, | 121 |
| Middlefield library, | 221 |
| Middletown, evening schools of, | 121 |
| Milford library, | 221 |
| Mingins, Clara W., | 141 |
| Model Schools, Willimantic, | 144 |
| South Manchester, | 143 |
| Montville library, | 222 |
| Morrill, A. B., report of, | 154 |
| Mystic and Noank library, act concerning, | 260 |
| Naugatuck library, | 222 |
| New Britain, evening schools, | 121 |
| library, | 223 |
| Normal School, | 140 |
| New Canaan library, | 222 |
| New Haven, evening schools, | 122 |
| library, | 224 |
| Normal School, | 145 |
| report of, | 154 |
| New London library, | 227 |
| act concerning, | 260 |
| New Milford library, | 228 |
| act concerning, | 261 |
| Newtown library, | 229 |
| Norfolk library, | 230 |
| Normal School, New Britain, | 140 |
| New Haven, | 145 |
| report of, | 154 |
| Willimantic, | 143 |
| report of, | 147 |

| | PAGE. |
|---|----------|
| Normal Schools, | 138 |
| graduates, | 138 |
| towns having students in, | 138-141 |
| North Canaan, | 230 |
| North Haven library, | 231 |
| Norwalk library, | 230 |
| Norwich library, | 231 |
| Old Lyme library, | 232 |
| Old Saybrook library, | 232 |
| Oxford library, | 232 |
| Phenix, G. P., report of, | 147 |
| Plymouth library, | 233 |
| Pomfret library, | 233 |
| Potter, Giles, report of, 1892, | 71 |
| 1893, | 75 |
| 1894, | 79 |
| evening schools, | 121 |
| Private schools, registration of, | 40, 301 |
| Prosecutions, 1893, | 66 |
| 1894, | 69 |
| Prospect library, | 234 |
| Reading, teaching of, | 343 |
| Receipts, | 24 |
| Registration, increase of, 1892, | 37 |
| 1893, | 38 |
| 1894, | 39, 40 |
| private schools, | 40 |
| statistics, 1893, | 33 |
| 1894, | 35 |
| Ridgefield library, | 234 |
| Rocky Hill library, | 234 |
| Rockville, evening schools of, | 121 |
| library, act concerning, | 257, 260 |
| Salisbury library, | 235 |
| School Fund, | 24 |
| distribution of, | 25 |
| Schoolhouses, statistics of 1893, | 161 |
| 1894, | 161 |
| Schools, statistics of 1893, | 111 |
| 1894, | 112 |
| evening, law concerning, | 112 |
| whom law concerns, | 116 |
| size of, | 292 |
| distribution of, | 301 |

| | PAGE. |
|--|-------|
| Seymour library, | 235 |
| Sharon library, | 235 |
| Simsbury library, | 235 |
| South Coventry library, | 236 |
| South Manchester library, | 237 |
| practice schools, | 143 |
| South Norwalk library, | 237 |
| Stafford library, | 238 |
| Stamford High School, | 309 |
| Stamford library, | 239 |
| Stratford library, | 240 |
| State grants, | 27 |
| Statistics, general, 1893, | 19 |
| 1894, | 21 |
| Supervision, | 320 |
| Talcottville library, | 240 |
| Tax, town, | 27 |
| district, | 27 |
| State, | 27 |
| Taxation, | 322 |
| Teachers, change of, | 152 |
| Statistics of 1893, | 107 |
| 1894, | 107 |
| meetings, 1892, | 108 |
| 1893, | 108 |
| 1894, | 109 |
| wages, | 31 |
| Teaching, | 360 |
| Terryville library, | 241 |
| Thomaston library, | 242 |
| Town management of schools, | 262 |
| Town tax, | 27 |
| Transportation of scholars, | 98 |
| Torrington library, | 241 |
| Ventilation, | 308 |
| Wages, teachers, | 31 |
| Wallingford library, | 242 |
| Washington library, | 243 |
| Waterbury, evening schools of, | 122 |
| library, | 242 |
| Watertown library, | 244 |
| West Hartford library, | 244 |
| Westport library, | 245 |
| act concerning, | 258 |

| | PAGE |
|---|------|
| West Winsted library, | 245 |
| Wages, teachers, | 324 |
| Warren, M. A., report of, | 334 |
| Watkinson library, | 215 |
| Wethersfield library, | 246 |
| White, Marcus, | 141 |
| Whittemore, Howard, library, | 222 |
| Willard, S. P., report of, | 328 |
| Willimantic normal school, | 143 |
| report of, | 147 |
| model schools, | 144 |
| Windsor library, | 247 |
| Women's voting, law concerning, | 284 |
| statistics of, | 285 |
| Woodbury library, | 247 |
| Woodstock library, | 248 |
| World's Fair, | 279 |
| exhibits, | 279 |
| awards, | 283 |

INDEX TO APPENDIX.

| | PAGE. |
|--|-------------------------|
| Accommodations, | 138 |
| Alphabet, | 139 |
| Arbor Day, | 139 |
| Arithmetic, | 185 |
| Normal school questions in, | 195-197 |
| State questions in, | 185, 186 |
| Attendance, | 140-142 |
| compulsory, | 143 |
| irregular, | 143, 144 |
|
Barkhamsted, extract from report of, |
171 |
| Berlin, extract from report of, | 170 |
| Bloomfield, extracts from report of, | 144, 145, 163, 164 |
| Bolton, extract from report of, | 176 |
| Branford, extract from report of, | 170 |
| Bridgeport, extracts from report of, | 148, 149, 152 |
| Bristol, extracts from report of, | 142, 152, 155, 158, 178 |
|
Canaan, extracts from report of, |
139, 147 |
| Canton, extracts from report of, | 141, 144, 145, 173 |
| Character, | 144 |
| Chatham, extract from report of, | 172 |
| Chester, extract from report of, | 151, 153 |
| Children, young, need of accomplished teacher for, | 144 |
| Cleanliness, | 145 |
| Colchester, extracts from report of, | 143, 181 |
| Columbia, extract from report of, | 170 |
| Committees, district, | 145 |
| Consolidation, | 145 |
| Cooking department, | 146 |
| Course of study in common schools, | 257-314 |
| Coventry, extract from report of, | 165 |
| Cromwell, extract from report of, | 144 |
| Curriculum, | 146 |
|
Departmental plan, |
146 |
| system, | 147 |
| Districts, less, | 147 |
| District meetings, | 147 |
| Drawing, | 147 |
| state questions in, | 193 |

| | PAGE. |
|--|----------|
| Eastford, extract from report of, | 143 |
| East Granby, extracts from report of, | 169, 172 |
| East Hartford, extract from report of, | 154 |
| Elementary Science, state questions in, | 190 |
| Enfield, extract from report of, | 179 |
| Evening school, | 148 |
| schools, | 148-149 |
| Examination, Normal school — questions at, | 195-204 |
| arithmetic, | 195-197 |
| geography, | 200-202 |
| grammar, | 197-200 |
| history, | 202-204 |
| state teachers' questions at, | 183-194 |
| arithmetic, | 185 |
| civil government, | 191 |
| drawing, | 193 |
| elementary science, | 190 |
| geography, | 187 |
| grammar, | 186 |
| history, | 188 |
| literature, | 192 |
| physiology, | 189 |
| reading, | 184 |
| spelling, | 185 |
| vocal music, | 194 |
| writing, | 184 |
| Expense of schools, | 149 |
| Fairfield, County of — receipts by town, 1893, | 10 |
| 1894, | 80 |
| summary, 1893, | 20 |
| 1894, | 90 |
| expenses by town, 1893, | 11 |
| 1894, | 81 |
| summary, 1893, | 20 |
| 1894, | 90 |
| scholars by towns, 1893, | 24 |
| 1894, | 94 |
| summary, 1893, | 29 |
| 1894, | 99 |
| teachers by towns, 1893, | 33 |
| 1894, | 103 |
| summary, 1893, | 38 |
| 1894, | 108 |
| schools by towns, 1893, | 46 |
| 1894, | 116 |
| summary, 1893, | 56 |
| 1894, | 126 |

| | PAGE. |
|--|----------|
| Fairfield, County of—schoolhouses by | |
| towns, 1893, . . . | 47 |
| 1894, . . . | 117 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| libraries by towns, 1893, . . . | 47 |
| 1894, . . . | 117 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| enumeration by districts, Oct., 1892, . . . | 61 |
| enumeration by districts, Oct., 1893, . . . | 131 |
| Farmington, extracts from report of, . . . | 166, 172 |
| Flag days, | 150 |
| Flags, | 151 |
| Free public library, | 151, 152 |
| Free text-books, | 152 |
| Geography, Normal School questions in, . . . | 200-202 |
| State questions in, | 187 |
| Graded system, | 152 |
| Grading individual children, | 152 |
| Grammar grades, number in, | 153 |
| Grammar, Normal School questions in, . . . | 197-200 |
| State questions in, | 186 |
| Glastonbury, extracts from report of, . . . | 170, 172 |
| Granby, extract from report of, | 175 |
| Griswold, extracts from report of, | 143, 161 |
| Gymnastics for common schools, | 327-344 |
| Haddam, extract from report of, | 176 |
| Hartford, County of—receipts by towns, 1893, . . . | 4 |
| 1894, | 74 |
| summary, 1893, | 20 |
| 1894, | 90 |
| expenses by towns, 1893, | 5 |
| 1894, | 75 |
| summary, 1893, | 20 |
| 1894, | 90 |
| scholars by towns, 1893, | 21 |
| 1894, | 91 |
| summary, 1893, | 29 |
| 1894, | 99 |
| teachers by towns, 1893, | 30 |
| 1894, | 100 |
| summary, 1893, | 38 |
| 1894, | 108 |
| schools by towns, 1893, | 40 |
| 1894, | 110 |

| | PAGE. |
|--|----------|
| Hartford, County of — summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| schoolhouses by towns, 1893, . . . | 41 |
| 1894, . . . | 111 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| libraries by towns, 1893, . . . | 41 |
| 1894, . . . | 111 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| enumeration by districts, Oct., 1892, . . . | 57 |
| enumeration by districts, Oct., 1893, . . . | 127 |
| Hartford, extracts from report of, 138, 139, 140, 147, 148, 155, 157, 159,
160, 164, 165, 169, 173, 174, 180, 181 | |
| Hebron, extract from report of, . . . | 172 |
| Higher grade school, . . . | 153 |
| History, Normal School questions in, . . . | 202-204 |
| State questions in, . . . | 188 |
| Index, . . . | 463-472 |
| Kindergarten, . . . | 154, 155 |
| Kindergartens, . . . | 156 |
| Labor law, . . . | 157 |
| Language, written, . . . | 157 |
| Legislation of 1893, . . . | 205-227 |
| Libraries, . . . | 158 |
| Libraries and apparatus, amounts paid for by State, . . . | 67 |
| Literature, State questions in, . . . | 192 |
| Litchfield, County of — receipts by towns, 1893, . . . | 14 |
| 1894, . . . | 84 |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| expenses by towns, 1893, . . . | 15 |
| 1894, . . . | 85 |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| scholars by towns, 1893, . . . | 26 |
| 1894, . . . | 96 |
| summary, 1893, . . . | 29 |
| 1894, . . . | 99 |
| teachers by towns, 1893, . . . | 35 |
| 1894, . . . | 105 |
| summary, 1893, . . . | 38 |
| 1894, . . . | 108 |
| schools by towns, 1893, . . . | 50 |
| 1894, . . . | 120 |

| | PAGE. |
|---|------------------------|
| Litchfield, County of — summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| schoolhouses by towns, 1893, . . . | 51 |
| 1894, . . . | 121 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| libraries by towns, 1893, . . . | 51 |
| 1894, . . . | 121 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| enumeration by districts, Oct., 1892, . . . | 63 |
| enumeration by districts, Oct., 1893, . . . | 133 |
| Litchfield, extract from report of, . . . | 178 |
| Ludlow, Roger, School, . . . | 158 |
| Manchester, extract from report of, . . . | 168 |
| Manual training, . . . | 158, 159, 160, 315-326 |
| Middlebury, extract from report of, . . . | 151 |
| Middlefield, extract from report of, . . . | 163 |
| Middlesex, County of — receipts by towns, 1893, . . . | 16 |
| 1894, . . . | 86 |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| expenses by towns, 1893, . . . | 17 |
| 1894, . . . | 87 |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| scholars by towns, 1893, . . . | 27 |
| 1894, . . . | 97 |
| summary, 1893, . . . | 29 |
| 1894, . . . | 99 |
| teachers by towns, 1893, . . . | 36 |
| 1894, . . . | 106 |
| summary, 1893, . . . | 38 |
| 1894, . . . | 108 |
| schools by towns, 1893, . . . | 52 |
| 1894, . . . | 122 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| schoolhouses by towns, 1893, . . . | 53 |
| 1894, . . . | 123 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| libraries by towns, 1893, . . . | 53 |
| 1894, . . . | 123 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |

| | PAGE. |
|--|-------------------------|
| Middlesex, County of—enumeration by districts, Oct., 1892, . . . | 65 |
| enumeration by districts, Oct., 1893, . . . | 135 |
| Middletown, extracts from report of, . . . | 150, 154 |
| Music, vocal, state questions in, . . . | 194 |
| New Britain, extract from report of, . . . | 168 |
| New Canaan, extracts from report of, . . . | 161, 162 |
| New Hartford, extract from report of, . . . | 177 |
| New Haven, County of—receipts by towns, 1893, . . . | 6 |
| 1894, . . . | 76 |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| expenses by towns, 1893, . . . | 7 |
| 1894, . . . | 77 |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| scholars by towns, 1893, . . . | 22 |
| 1894, . . . | 92 |
| summary, 1893, . . . | 29 |
| 1894, . . . | 99 |
| teachers by towns, 1893, . . . | 31 |
| 1894, . . . | 101 |
| summary, 1893, . . . | 38 |
| 1894, . . . | 108 |
| schools by towns, 1893, . . . | 42 |
| 1894, . . . | 112 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| schoolhouses by towns, 1893, . . . | 43 |
| 1894, . . . | 113 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| libraries by towns, 1893, . . . | 43 |
| 1894, . . . | 113 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| enumeration by districts Oct., 1892, . . . | 58 |
| enumeration by districts Oct., 1893, . . . | 128 |
| New Haven, extracts from report of, . . . | 139, 150, 153, 157, 160 |
| Newington, extracts from report of, . . . | 143, 181 |
| New London, . . . | 161 |
| extracts from report of, . . . | 147, 156, 161, 162, 169 |
| New London, County of—receipts by towns, 1893, . . . | 8 |
| 1894, . . . | 78 |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| expenses by towns, 1893, . . . | 9 |
| 1894, . . . | 79 |

| | PAGE. |
|--|---------------|
| New London, County of — | |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| scholars by towns, 1893, . . . | 23 |
| 1894, . . . | 93 |
| summary, 1893, . . . | 29 |
| 1894, . . . | 99 |
| teachers by towns, 1893, . . . | 32 |
| 1894, . . . | 102 |
| summary, 1893, . . . | 38 |
| 1894, . . . | 108 |
| schools by towns, 1893, . . . | 44 |
| 1894, . . . | 114 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| schoolhouses by towns, 1893, . . . | 45 |
| 1894, . . . | 115 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| libraries by towns, 1893, . . . | 45 |
| 1894, . . . | 115 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| enumeration by districts Oct., 1892, . . . | 60 |
| enumeration by districts Oct., 1893, . . . | 130 |
| Normal Schools, | 161, 162 |
| North Branford, extract from report of, . . . | 178 |
| North Haven, extract from report of, . . . | 166 |
| North Stonington, extracts from report of, . . . | 140, 146, 163 |
| Norwich, extracts from report of, . . . 142, 146, 148, 155, 162, 163, 176, 177 | |
| Parents, | 162 |
| visits of, | 163 |
| Phonetics, study of, in learning to read, . . . | 355-435 |
| Physiology, state questions in, | 189 |
| teachers' handbook of, | 236-256 |
| Plainfield, extract from report of, | 161 |
| Plainville, extract from report of, | 187 |
| Plymouth, extract from report of, | 177 |
| Programme, country schools, | 163 |
| Public schools and public libraries, | 345-354 |
| Putnam, extract from report of, | 172 |
| Reading, | 163, 164 |
| state questions in, | 184 |
| study of phonetics in, | 355-435 |
| supplementary, | 165 |
| Recitations, classification, | 166 |

| | PAGE. |
|---|--------------------|
| Schoolhouse at South Manchester, | 168 |
| Schools, | 166 |
| early, regulations concerning, | 166-168 |
| School visitors, list of, | 436-453 |
| Seymour, extract from report of, | 176 |
| Simsbury, extracts from report of, | 166, 167, 171, 175 |
| Singing, | 168, 169 |
| state questions in, | 194 |
| Small schools, | 169 |
| Southington, extract from report of, | 141 |
| South Windsor, extracts from report of, | 142, 152, 158 |
| Spelling, | 169 |
| state questions in, | 185 |
| Stamford, extracts from report of, | 146, 149, 156, 159 |
| Studies, value of, | 169 |
| Supervision, | 170 |
| Teachers, | 170 |
| change of, | 171 |
| employment of, | 171 |
| experience, knack, | 171 |
| hobbies, | 172 |
| influence of, | 127 |
| qualifications of, | 172, 173, 228-235 |
| trained, | 172 |
| wages of, | 174 |
| Teaching, good, | 175 |
| Text-books, free, | 175, 176 |
| Thompson, extracts from report of, | 143, 171 |
| Time of attendance, inequality of, | 176 |
| Tolland, County of—receipts by towns, 1893, | 18 |
| 1894, | 88 |
| summary, 1893, | 20 |
| 1894, | 90 |
| expenses by towns, 1893, | 19 |
| 1894, | 59 |
| summary, 1893, | 20 |
| 1894, | 90 |
| scholars by towns, 1893, | 28 |
| 1894, | 98 |
| summary, 1893, | 29 |
| 1894, | 99 |
| teachers by towns, 1893, | 37 |
| 1894, | 107 |
| summary, 1893, | 38 |
| 1894, | 108 |
| schools by towns, 1893, | 54 |
| 1894, | 124 |

| | PAGE. |
|--|---------------|
| Tolland, County of — summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| schoolhouses by towns, 1893, . . . | 53 |
| 1894, . . . | 123 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| libraries by towns, 1893, . . . | 53 |
| 1894, . . . | 123 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |
| enumeration by districts, Oct., 1892, . . . | 66 |
| enumeration by districts, Oct., 1893, . . . | 136 |
| Town management, . . . | 176, 177, 178 |
| Training, education general, . . . | 178 |
| Transportation, . . . | 178 |
| consolidation, . . . | 179 |
| Trumbull, extract from report of, . . . | 177 |
| Vaccination, . . . | 180 |
| Visitation of schools, . . . | 181 |
| Voluntown, extracts from report of, . . . | 157, 177 |
| Warren, extracts from report of, . . . | 152, 177 |
| Waterbury, extract from report of, . . . | 141 |
| Waste of time, . . . | 181 |
| Westbrook, extract from report of, . . . | 142 |
| Wethersfield, extract from report of, . . . | 165 |
| Windham, County of, receipts by towns, 1893, . . . | 12 |
| 1894, . . . | 82 |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| expenses by towns, 1893, . . . | 13 |
| 1894, . . . | 83 |
| summary, 1893, . . . | 20 |
| 1894, . . . | 90 |
| scholars by towns, 1893, . . . | 23 |
| 1894, . . . | 95 |
| summary, 1893, . . . | 29 |
| 1894, . . . | 99 |
| teachers by towns, 1893, . . . | 34 |
| 1894, . . . | 104 |
| summary, 1893, . . . | 38 |
| 1894, . . . | 108 |
| schools by towns, 1893, . . . | 48 |
| 1894, . . . | 118 |
| summary, 1893, . . . | 56 |
| 1894, . . . | 126 |

| | PAGE. |
|---|-------|
| Windham, County of — schoolhouses by | |
| towns, 1893, | 49 |
| 1894, | 119 |
| summary, 1893, | 56 |
| 1894, | 126 |
| libraries by towns, 1893, | 49 |
| 1894, | 119 |
| summary, 1893, | 56 |
| 1894, | 126 |
| enumeration by districts, Oct., 1892, | 62 |
| enumeration by districts, Oct., 1893, | 132 |
| Windham, extract from report of, | 148 |
| Windsor, extract from report of, | 158 |
| Woodstock, extract from report of, | 169 |
| Writing, state questions in, | 184 |

